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Because of greatly accelerated rate of increase of knowledge, growth of interest in knowledge and dramatic developments in the media of communication, the role of the librarian is becoming a more important one. Many points this report includes - first, there are several competencies needed by the librarian, such as being a good leader, knowing the curriculum, knowing other media of communication, having a good vocabulary, understanding organization and administration, helping with instructional materials centers, knowing specialists in all fields.

Second, the librarian should guide the school personnel in selecting and evaluating materials.

Third, there should be education for administrators, as well as teachers and librarians, in the use of instructional materials centers.

Fourth, there should be inservice education to help teachers and librarians understand the value of a broad base of instructional materials, to know the materials, and to know how to use them effectively.

Fifth, formal education should be established to adequately train librarians.

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THE SCHOOL LIBRARY as a MATERIALS CENTER

EDUCATIONAL NEEDS of LIBRARIANS and TEACHERS in its ADMINISTRATION and USE

Proceedings of a Conference Under the Auspices of the U.S. Department of Health, Education, and Welfare, Office of Education, Washington, May 16, 17, 18, 1962

Edited by
MARY HELEN MAHAR
Coordinator of School Library Services

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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Foreword

THIS IS A REPORT of a conference sponsored by the U.S. Office of Education, May 16–18, 1962, which explored new requirements in the professional education of school librarians and teachers for organizing and using the school library as a materials center to serve modern instructional programs. Participants in the conference were State school library supervisors, representatives of library and teacher education from 33 States and the District of Columbia, and Office of Education personnel. Forty-one institutions of higher education offering programs for the education of school librarians and teachers were represented among the speakers and participants. On the program also were directors of city and county libraries, a county board of education director of instructional services, and a librarian of an instructional materials center. A progress report of a study under Title VII, National Defense Education Act, *Role of School Libraries Which Function as Instructional Materials Centers with Implications for Training,* was also presented. The final session was concerned with guidelines for the revision of library education curriculums to accommodate the instructional materials concept. It is hoped that this report will be of value in designing new programs of education to equip school librarians and teachers with the competencies necessary for broadened services with instructional materials.

The conference, requested by the State school library supervisors, was planned by John G. Lorenz, Director, Frank L. Schick, Assistant Director, and Mary Helen Mahar, Coordinator of School Library Services, Library Services Branch, Office of Education, with the assistance of Mae Graham, Supervisor of School and Children's Libraries, State Department of Education, Baltimore, Maryland. Sincere appreciation is extended to the speakers and participants.

JOHN G. LORENZ
Director, Library
Services Branch

RALPH C. M. FLYNT
Associate Commissioner
for Educational
Research and Development

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The Papers

Changing Concepts of Instruction and the School Library as a Materials Center

J. Lloyd Trump, *Associate Secretary*
National Association of Secondary-School Principals
National Education Association

A WELL-KNOWN AND COMPETENT educationist in an article, a few months ago, described the library in effect as the embodiment of an educational institution's philosophy about learning, with attractive surroundings for reading and stimulating displays of materials of current interest. He also stated that the planning of the school library should provide for informal meetings of students and faculty members within the surroundings of books, records, tapes, and films.

Those words seem to describe the lovely libraries in the new schools of today or the bright, remodeled libraries in the old schools. These are places of quiet beauty with great window walls and colorful murals. The open stacks are inviting with attractive books neatly arranged and pleasant signs urging readers to participate in the stored knowledge. The internal window-walls reveal conference or seminar rooms (usually empty) and other rooms containing a tape recorder or two. A sign on a door indicates a room that can be darkened to show films or filmstrips. All in all, the library creates an impression of a quiet place, populated at any given time by a very small portion of the total student body of the school, staffed by a friendly, knowledgeable librarian who hovers near the desk or walks quietly among the students, occasionally pausing to talk with one of them.

Places to Study

The library as described contrasts sharply with the study hall which it is replacing. As a matter of fact, the study hall is the principal, and in many schools the only, physical casualty of modern education. The study hall is the first place in the modern school to go, having been condemned quite thoroughly on the grounds that it is a poor place for study. Unlike the library, the study hall was typically not an attractive place. Frequently it was noisy; it was policed by a teacher who typically took the assignment with reluctance, especially if it occurred during the last period of the day; it possessed few basic aids to learning other than those the students brought in with them. Few persons defend the study hall any more except those who dislike giving it up because it was such a convenience in schedule making.

But is the library really a better place in which to study? How much time should students spend in it, or can they? Who should supervise the students assigned to the library when it replaces the study hall?

Of course, the library was not the only alternative to the study hall. Probably the most potent factor in eliminating the study hall was the notion that students could study in classrooms—supervised study, it was called. To make supervised study logistically possible, the school periods were lengthened from 40 to 55 minutes in many schools and the number of periods in the day reduced because few persons thought the school day should be longer.

Two major supervisory problems arose in the lengthened supervised study period. First, it was very difficult to persuade teachers to stop talking and to give students time to study. Second, the consequently reduced number of periods in the school day made it difficult for pupils to take certain elective subjects they wanted. The crisis became more acute with the increased emphasis on mathematics and science during recent times. Teachers of art, music, history and other subjects rebelled because they were losing students. So the suggestion was made that the solution to the problem was to add a period to the school day, shorten the periods again, and, therefore, reduce supervised study time.

What is really wrong with the classroom as a place to study is that, like the study hall, it is not a good place for creative, inquiring work. Providing a variety of technological learning aids and a diversity of books in every classroom is not financially feasible. Also, the classroom is too confining and the regulations of the school typically made it very difficult to escape from it for any sustained periods of time. The few minutes provided for study keep students from caring very much or going deeply into the study of any subject.

The supposed advantage of the classroom, that a teacher is present who knows the subject, represents also a serious disadvantage. The teacher is so omnipresent that it is difficult for the student not to rely on this person too much. It is so much easier to ask the teacher than to figure out something for oneself.

So, the study hall is on its way out because of its limitations, and the classroom is being criticized as a place of study. Since there are no other study places in a school, the natural conclusion is to return to the library. But is the library a good place for creative, inquiring work? Can enough students get into it for sufficiently long periods of time? Is the library so large that it possesses the qualities of the huge supermarkets that characterize suburbia these days? Even though the Dewey decimal system is still operative, can students find things readily, or does the search occupy too much of the student's and librarian's time? Is the library too generalized; that is, is there a need to provide areas that create a receptive environment for learning in the specialized subjects?

Like the old study hall, the library is usually supervised by a person who is not especially competent in the various subject areas. Librarians try hard to keep up to date and to confer frequently with subject teachers, but obviously no person can be expert in all fields of human knowledge. The areas for viewing, listening, and working of even the finest new libraries are quite inadequate if these activities are brought in as integral parts of the teaching process.

So the circle of criticism is completed. No place in today's school is a satisfactory setting for individual inquiry and creativity in learning. No school is equipped with the supplies and the personnel to assist students in their search for the diversity of knowledge that is available. The study hall and the teacher-policeman supervision are being eliminated. The self-contained classroom and the self-contained teachers are under criticism. Does this mean that the self-contained library and the self-contained librarian are next in line for abolition? The answer to this crucial question may be found in further analysis of the teaching-learning process.

Teaching-Learning Process

Three basic questions need to be answered in planning an instructional program in any area: First, what can students learn largely by themselves? Second, what can students learn from explanations by others? Third, what learning goals require personal interaction among students and teachers?

Considerable emphasis is placed on *discovery* these days in proposals to improve the quality of education. The goal is to produce an educational setting where students inductively seek answers to questions and learn concepts and skills through personal experience. This trend emphasizes learning by doing. Even with wide diversities among students in abilities and motivations, the fact remains that all students learn many things outside of school with a minimum of adult supervision. They read, listen, view, and learn by doing, even by trial and error. Although there is much lost motion and inefficiency in this independent learning outside of school, the results often are quite effective. The same kind of learning needs professional planning in school in order to minimize the inefficiencies but still provide the experiences of discovery.

This type of learning may be called *independent study*. Not only are these kinds of experiences educationally sound, but they also have real significance from the point of view of teacher utilization and the physical setting for learning. Students engaged in independent study need to be under the supervision of competent adults qualified in the subject matter being studied, but these adults need not be fully qualified professional teachers because they are not responsible for planning and supervising the whole instructional system.

Independent study facilities include laboratories, workrooms, and the library where students may read, view, listen, and work with the appropriate tools in each area of human knowledge. All of these learning experiences are related and thus should be placed in locations where they are as accessible to students as possible. The amount of time which students spend in independent study varies with the maturity, the talents and the motivations of individual students. For the total population of the school, and including all age levels, the present best intelligent guess is that *independent study* may occupy about 40 percent of the total time students are regularly scheduled in school.

Today there is possibly a tendency to exaggerate the importance of discovery in learning, just as in the school of the past there was a likelihood to overemphasize *explanations by others*. The present revolt against explanations by others stems in part from the almost exclusive emphasis in schools on the physically present voice of a teacher and the printed page as the principal avenues to knowledge open to students.

Another basic difficulty has arisen from the dedication of today's schools to the notion that these explanations must be made to a given group of students by one teacher in the setting of the self-contained classroom. Individual differences among teachers in interest and knowledge are thus largely ignored. Students can profit from the explanations of only the one teacher that the accident of the schedule gives them. Films, recordings, and television are used as embellishments rather than as integral parts of the program of explanations by others. In medium and larger sized schools, the educational setting requires teachers to repeat explanations or to use visual aids in unnecessary repetition to unnecessarily small groups of students. The number of hours teachers are scheduled with students per week prevents the teachers from preparing as effectively as they otherwise might for these explanations.

If explanations by others are to be improved, several changes in the organization of instruction are needed. Those giving the explanations need more time for preparation. Each person must do what he is most able to do and most interested in doing. Resources outside the school in the form of films, recordings, television, programed instruction devices, and speakers need to be utilized when those resources can do the job better and when teacher time and energy can be saved for more productive enterprises. Since many of these explanations by others can take place in larger than usual student groupings of 100 or more persons, specially equipped rooms are desirable. Recognizing that variations in the amount of time and the setting for explanations by others will occur for students of different ages, talents, and motivations, and that differences among subject areas exist, the best intelligent guess at the present time is that *explanations by others* will occupy approximately 40 percent of the total time that students are scheduled in school.

The accomplishment of some purposes of learning requires that students have an opportunity to react to each other and with their teachers in *small-group* discussions. The size of groups for discussion purposes logistically is in the neighborhood of 15 or fewer because that is about as many as can be actively involved in a discussion in a reasonable amount of time, for example, 30–40 minutes. This is a setting in which teachers can analyze students' reactions to course content and assess their knowledge of it. They can observe the ability of students to handle data and to solve problems. They can see how students influence and help one another. Students may learn to respect the opinions of each other and develop better personal relations.

Classes of 25 to 30 are too large for effective student interaction. Makeshift arrangements, such as dividing these large classes into two or three subgroups, do not provide a setting where the teacher can concentrate completely upon the interaction taking place and other important achievements with a given group of students.

Although a teacher must exercise personal caution against talking when it is not necessary, he must be present to observe students' reactions to each other, the individual participation of members of the group, and the quality of the discussion. The amount of time required in school for small-group discussion also varies with the ages, talents, and motivations of students. The most intelligent guess now is that, taking all students into consideration, the total amount of time for this activity is approximately 20 percent of the school schedule.

Instructional System

The foregoing three phases of the teaching-learning process must be planned carefully in relation to each other. What should occur in social science and modern foreign language can be used to illustrate relationships and suggest more specifically the kinds of facilities and educational settings required.

Independent study in social science takes place in a social science workroom inside the school and in a variety of locations outside the school. The social science workroom in the school is divided into two rooms, one the size of a conventional classroom and the other room about one-half the size of a conventional classroom. If a new school is being built, the area should be a little larger than most classrooms, approximately 1,000 square feet.

The larger room contains about 10 individual study and writing cubicles. These can be arranged back to back, five on each side, each cubicle 36 to 48 inches wide, with a writing surface about 18 inches. The cubicles are divided by plywood partitions 5 feet high. Either in the room or in the cubicle itself should be a tote tray where a student may store the material he is currently using. In another part of the room are at least two tape recorders with earphones so that students may listen to commercially prepared tapes or to recordings of large-group presentations which they may have missed or which they wish to review. Another part of the room has a screen and projectors with earphones for individual student listening. Slide, film and 8-mm. sound projectors are available for students to use in viewing and hearing a variety of presentations. The room also contains bookshelves for a wide variety of reading materials in social science. Another part of the room has portable blackboard dividers so that students can readily group themselves for discussions of two or three persons at a time when ideas are being tried out on each other. The room also contains a desk for the instruction assistant[1] who supervises the room and the adjacent machine room.

This larger workroom thus provides places for students to think, to write, to listen, to view, to read, and to discuss. A diversity of learning materials are at the fingertips of the students so that they do not have to travel distances to a library and go through the red tape necessary to get there and back. They are under the supervision of an instruction assistant who has at least 2 years of college training in social science and usually more. This is a person who knows when to put the student in touch with the professional teacher or with the professional librarian.

Adjoining the social science workroom is the social science machine room. This room contains calculating machines because good social science instruction involves student surveys and studies in the community with consequent need to tabulate the data they collect. The machine room also provides typewriters for writing reports, duplicating machines for preparing the reports, and equipment for making maps, charts, and the like. Also there is a teletype which brings the students the latest information on economics, international affairs, and other local and regional happenings.

Some social science materials used in independent study, those materials rarely used, will be stored in the central school library. A student doing unusually specialized research will need to go to the school library and also to other storehouses of information in the community. These rarely used materials will include not only books and other printed materials, but also recorded and visual materials.

Relatively little needs to be said here on the setting for *explanations by others* and *small-group discussion*. Such activities will not take place in conventional classrooms or libraries. Specially designed and equipped large-group instruction facilities are needed for students to view films or television, listen to recordings, listen and observe presentations by persons using overhead projectors and the like, and to work on programed instruction materials. There are various ways to provide this space in existing buildings or in new buildings. For example, a wall between two conventional classrooms can be removed and other minor changes made to provide a large-group instruction area for about 125 students. New buildings will include specially designed spaces for this type of teaching.

Similarly, spaces for small-group discussion with a maximum of 15 students at a time are needed. These spaces can be 250 square feet in size, or approximately one-third the size of a conventional classroom. Each school will determine how many days per week and how many minutes per week students will spend in large and small classes and in independent study workrooms.

Students enrolled for instruction in a modern foreign language also require a variety of facilities and arrangements. Large-group instruction can be used when students are assimilating the general nature of the culture of the regions where the language is spoken, when they are receiving general explanations about the linguistic structure of the language, and when they are using programed instruction books to acquire vocabulary, principles of grammar, and the like. They need to go into language laboratories with recording equipment to test their own ability to pronounce and speak and understand others. They need modern language workrooms to read, to write, to listen, and to view materials in the language they are studying. They need classes of 15 students or fewer for practice in conversation or for special instruction. Incidentally, when they speak a foreign language in these small groups, the conversation should concern matters that are currently important in the countries they study so that their conversation is worthwhile. Occasionally some of the students who are especially interested need to go to the library for especially significant research and study in depth with materials that are available only in the library.

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[1] An instruction assistant is an adult with at least a college minor in the subject field. Such persons are junior, senior or graduate college students, housewives, or retired teachers.

In summary, a carefully planned instructional system in any subject area, at any grade or level of schooling, varies the educational setting as the purposes and content of what is to be learned change. Large group, small group, and independent study arrangements are made to accomplish specific purposes, but also have planned relationships to each other. Diverse pupil talents, motivations, and past achievements are recognized in student groupings and the schedule. Methods of teaching change with the size and makeup of the groups. Curriculum content is altered to serve the needs of basic education for all students and depth education for each student according to his individual talents and interests. Instructional materials are selected to serve specific purposes in the system, are related to each other, and are readily accessible to teachers and students.

The Role of the Library

As materials of instruction become more important, and as students have more time and reason to use the materials, the library and the staff are thrust deeper into the teaching and learning process but with different roles.

Today's teachers and librarians are overly concerned with books. Tomorrow's professional staff will see books in relation to many other avenues of knowledge. Librarians will play key roles in helping teachers decide how, when, and where to use books along with a variety of technological devices. Some of the books will be programed and others will be those in use today. The technology of the future will open many more avenues to the knowledge that students need.

Today's self-contained classroom limits the educational opportunities of students to the competencies of their particular classroom teacher. It also perpetuates the concept that one teacher should do everything, including subprofessional tasks, and it makes unnecessarily expensive and difficult the providing of educational services through modern technology. So does the concept of one central library with one librarian in charge.

Tomorrow's teachers will work in teams, each teaching in the areas of his interests and abilities. Thus students will benefit from contact with several personalities in a subject area rather than one. Librarians will be part-time members of teaching teams so their services can be more closely interrelated with the teaching-learning process. They will meet with teaching teams to plan and evaluate instructional programs. Librarians, like teachers, will teach those phases of courses where their interests and abilities particularly lie. For example, librarians will make presentations to large groups about the use of instructional materials.

Tomorrow's school will provide teachers and librarians with a variety of assistants. One kind will be called instruction assistants. They will supervise many places where independent study is scheduled, and evaluate some student work. For example, some instruction assistants will mark the mechanics of expression in an English theme or factual details in a social studies paper, while the professional teacher evaluates the development of ideas. Other instruction assistants will answer many questions students ask in the workrooms and suggest materials for further study. They will also arrange conferences between students and professional teachers and librarians when specialized help is needed.

The instruction assistants in the workrooms are actually a part of the library staff. They need to know the materials in the subject, keep track of students and materials, and see that all materials are readily accessible to students. They work under the supervision of the librarian and the teaching team of the subject area. These assistants are trained in the subject field and also on the job in the logistics of materials management.

Other teacher and library assistants will be called clerks and general aides. Clerical tasks will be performed by clerks, and general aides will perform other nonprofessional duties throughout the school, for which specialized subject knowledge is not essential. Experience and study will demonstrate how many of the three types of assistants the librarian will need and what their duties will be.

Other changes proposed for schools have less obvious but significant relevances to the library role. Flexible schedules and curriculum changes will give both teachers and students more time to use these expanded library facilities. The proposal that these facilities be open more hours and days in the year also suggests the need for more library staff. Some of the costs of the change in program will be offset by savings in instructing students in larger-than-usual groups part of the time, by using facilities more efficiently, by employing lower-paid assistants to do work now done by professional teachers and librarians, and by organizing the curriculum more effectively.

Ex Bibliotheca et Ex Libris

Today's libraries and librarians are too much on the fringes of education. Tomorrow they will be in the mainstream. It will be difficult to identify the library in the conventional sense because its services will permeate the totality of education. The librarian is a teacher whose special competence is professional knowledge about the materials of instruction. In the library, the workrooms, the laboratories, and in large-group instruction areas, as elsewhere in the school, time, space, and materials will be the servants of instruction rather than determinants of the pattern.

Essentially this statement urges that instructional materials be *ex bibliotheca,* out of the library, and into the places of the school specially designed for individual study, and that the materials are *ex libris,* literally—from books, into a broad concept of all types of learning aids. The librarian too needs to get out of the library and to broaden his professional interests to include diverse learning aids in the best possible locations.

Does this mean that the central library in tomorrow's school will be a less imposing place? In size, perhaps yes, because many materials will be located throughout the school. In significance, no, because the central library becomes the control tower for these materials.

This presentation cannot develop in depth the changing concepts of instruction that require these altered roles of the library and its staff. The book *Focus on Change–Guide to Better Schools* presents the ideas more in detail.[2] The sound filmstrip *Focus on Change* is also available to help clarify the ideas presented here and to stimulate further discussion and study.

No one knows for certain what the future library will be like or what future librarians will do. The purposes of education in the United States remain reasonably constant. The search is for instructional patterns and settings for learning more logically related to present goals. Existing ways of doing things need not be defended simply because they were the best that the past devised. Nor is change advocated just to be different. Further gains in quality education demand creative and courageous leadership. School librarians can spearhead the search for better services to students through instructional materials.

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[2] J. Lloyd Trump and Dorsey Baynham. *Focus on Change—Guide to Better Schools.* Chicago: Rand McNally and Co. 1961.

The Development of Professional Tools for the Materials Center

C. Walter Stone, *Former Director*
Educational Media Branch
U.S. Office of Education

IN REPORTING briefly on programs supported by the Office of Education which look toward the development of professional reference tools of interest to materials specialists, librarians, and others concerned with school and college use of new educational media, I am giving special attention in this paper to bibliographic projects supported under Title VII of the National Defense Education Act of 1958.

Provisions of Title VII

Title VII calls for support of research and dissemination activities likely to aid the harnessing of modern communications technology for the benefit of public elementary, secondary, and higher education. While the details of the Title VII story are probably familiar, a few current facts and figures may be of interest.

As of today, 188 research grants have been awarded in support of new media research and experimentation. One hundred thirteen contracts have been negotiated to support dissemination activities which now are helping, nationwide, to tell the story of research, experimentation, significant teaching programs and practices and of the newer media themselves. As of June 30, 1962, approximately $14 million will have been obligated or expended to carry out the purpose of Title VII.

The chief areas of Title VII research interest are represented in studies of educational uses of television and programed instruction, as well as in development and testing of a broad variety of instructional materials and materials systems which may eventually prove useful in fields ranging from preschool orientation and reading to postgraduate medicine, dentistry and law. Contracts negotiated under Part B of Title VII for purposes of dissemination have resulted in the collection of basic media statistics and other relevant data, the conduct of normative studies and surveys in each professional field which services educational uses of newer media, publication of numerous catalogs, guides, indexes, manuals, handbooks, and filmed case study reports. Contracts have included also the holding of demonstrations, institutes, conferences and workshops designed to encourage, when appropriate, increased and/or improved use of films, radio, television, motion pictures, video tape, filmstrips, and related learning resources.

Net results of the Title VII program as administered to date lead, in my judgment, to the following conclusions:

1. It is helping to develop a sound base of research evidence and experience pertaining to use of new media for the guidance of teaching and learning practices. (Whatever the inadequacy of some research proposals and projects which have been submitted, Title VII has encouraged a new dimension in educational thinking more favorable to research as a means of assisting educational planning and development.)
2. It is searching out and reporting norms, goals, and standards in each related service area and is helping to establish new directions for the training of specialists.
3. It is helping to develop a blueprint for the future upon which a sound educational television enterprise may be erected.
4. It is assisting in research concerned with the development and use of teaching machines and, indeed, in varying degrees for all new media. (Some 50 research grants have been awarded for the purpose of conducting studies related to use of programed instruction.)
5. It is providing a major stimulus to the flow and use of pertinent research information.
6. It is launching a new approach to the reporting of

educational media as such through experimental development of a national index and related guides to materials.

7. It is helping to coordinate the efforts of associations, foundations, and other agencies working in the field.
8. It is building new bridges to other countries through reporting on research and experimentation conducted abroad which may benefit the United States.

While each of the above points might be illustrated at some length through a review of specific projects already completed or those underway, in my judgment the prime thrusts achieved by Title VII have made and are continuing to make major differences in the degree of educational interest in new media and in the identification and resolution of some basic instructional needs. Of special interest is the work of the Educational Media Council, a new organization conceived with assistance from Title VII for the purpose of bringing together (almost for the first time) representatives of each major professional and trade association interested in educational uses of newer media. The Council serves as a clearinghouse, forum, and "special projects" agency for the benefit of its constituents. One member of the Council, incidentally, is the American Library Association.

Also of interest may be the fact that the role of the Office of Education in new media is increasingly, in part as a consequence of Title VII, that of a catalyst to development of national policy and leadership training. Evidence of these results may be found in such publications as *Educational Television: The Next Ten Years*, edited by Wilbur Schramm. Issued under contract with Stanford University, this book is a compendium of facts and opinion regarding the role of ETV during the decade to come. Also, thanks to Title VII, key representatives of industry and education have come together for development of new plans and standards in the field of teaching machines and programed instruction. One preliminary result has been issuance of a suggested list of standards published by a joint committee including representatives of the American Psychological Association, the American Educational Research Association, and the Department of Audiovisual Instruction of the National Education Association.

Bibliographic Needs

Part B of Title VII charges the Commissioner with responsibility to "prepare and publish catalogs, reviews, bibliographies, abstracts, analyses of research and experimentation, and such other materials as are generally useful in the encouragement and more effective use of radio, television, motion pictures, and related media of communication for educational purposes." The mandate is broad and its importance is considerable when one takes into account the increasing reliance being placed on instructional materials to assist educational processes. The numbers crises in education (i.e., too many students, too few teachers, inadequate buildings, too much to be learned in too short a time) have encouraged development of new instructional methods and materials which enable students on all levels to assume more responsibility for their own learning, and have stimulated greater use of tutorial approaches in elementary as well as secondary and higher education. The growing reliance upon materials and systems of related materials (e.g., a book plus a filmstrip plus a film and recording) gives further weight to the bibliographic responsibilities specified in Part B of Title VII.

The lack of bibliographic controls in the field is too well known to require much comment. Each of us is familiar with the stacks of catalogs, guides, indexes and other reference materials which daily cross our desks but which too often are incomplete, sometimes inaccurate, and are grossly inadequate to meet our needs for information about the materials of instruction. Also, and in addition to our lack of information controls, facilities available for storage, distribution and use of newer media in education are generally inadequate. The plight of older classrooms in school buildings is well known. But perhaps the glass houses in which most of us work who "inhabit" modern educational plants are equally unfortunate from the point of view of successful media utilization. We simply do not have available to us adequate centers for preview, housing, or use of modern learning resources.

In summary, because increasing importance is being placed upon instructional materials consistent with present curricular needs and trends in education, and upon media and/or media systems, there is a need to fill the bibliographic vacuum by compiling more adequate information controls and developing new, more sufficient facilities for new media storage, distribution, and utilization.

U.S. Office of Education Publications

Some new professional tools have been and are being developed by the U.S. Office of Education.

First, a word about continuing publications and guides.

The Catalog of U.S. Government Films, available for public educational use, is prepared under the editorial supervision of Dr. Seerley Reid, Special Projects Officer in the Educational Media Branch. The catalog is issued from time to time as necessary, and provides an invaluable aid and guide to motion picture materials which otherwise would be lost to instruction.

In the field of radio and television, a number of guides and directories have been issued over the years under the aegis of the Radio and Television Section in the Office. A *Directory of College Courses for Radio and Television* is edited by Gertrude Broderick, also *Radio and Television: A Selected Bibliography.* In 1961, Dr. Franklin Dunham brought out the *Educational Teleguide.* Mrs. Broderick has prepared a new edition of *Educational AM and FM Radio and Educational Television Stations* arranged by State and city. These guides and directories have proved invaluable to those having special interests in educational radio and television.

Some New Tools

Among new tools developed with Title VII support is a booklet entitled *Guides to Newer Educational Media,* produced as a byproduct of another study conducted by Margaret Rufsvold and Caroline Guss of the University of Indiana. Published by the American Library Association in 1961, this new list of guides may be obtained at $1.50 per copy from the Association. A *Guide to Programed Instructional Materials* prepared under contract by the Center for Programed Instruction, is available from the Government Printing Office. This publication is a catalog of programed instructional materials, and should prove a major resource for school administrators, teachers, and materials specialists interested in the field. *Instructional Materials for Teaching Audio-Visual Courses* was prepared by Syracuse University in 1961 and represents a cross-media guide to the full range of communications resources useful to those engaged in training audiovisual coordinators, curriculum people, librarians, and others.

Two primary objectives of the Title VII program launched in 1958–59 are now coming to fruition. One is the establishment of an educational research information service, and the second is the publication of a new national directory of instructional materials.

The first project has been administered in partnership with Western Reserve University and is now being supported jointly with the Cooperative Research Program. The project grew out of a series of pilot studies aimed at determining whether it was desirable and, if desirable, feasible to establish an educational media research information program. This effort involved analysis of existing sources of such information, and patterns of use. Following studies completed by Maurice F. Tauber and Oliver L. Lilley of Columbia University and several conferences on the worth of establishing automated controls in the field, a contract was negotiated with Western Reserve University to create a bank—a reservoir—of information concerning significant research and experimentation reported to date. First stages of the project have now been completed and a more exhaustive treatment is in progress. Prior to July of 1963, it is anticipated that the Center for Communications and Documentation at Western Reserve University will have "fed" into its computer system all significant references in print concerning educational media research completed since 1920, and will experimentally have tested the utility and cost of data retrieval processes. At that time a decision will be made as to whether or not the operation should be continued and whether it belongs in the Office of Education as such or should be administered under private auspices.

A second major national bibliographic service supported with Title VII funds is represented in the directory now being compiled under subcontract with the Educational Media Council. This will be a directory of existing educational films, filmstrips, recordings, etc., useful in public school teaching. The project was conceived in part as a consequence of the acknowledged inadequacy of existing bibliographic controls in the area and a need for development of cross-media guides. Initial work on the desirability and feasibility of setting up such a directory service was completed under supervision of Caroline Guss and Margaret Rufsvold at the University of Indiana. A review of their report was undertaken in a series of conferences, and finally the Educational Media Council accepted responsibility for supervision of the project. Compilation of the directory is now underway. The McGraw-Hill Book Company has accepted responsibility for production of a first master volume.

Reference Needs

There are still some bibliographic needs in new media which remain unfilled. For instance, the need of a guide to film clips and to other little-used audiovisual materials. In the realm of medicine and psychology for example, several guides are available, but it is often difficult to locate references to specific materials which are needed.

In the physical as well as the natural sciences there is also need for identification of significant laboratory demonstrations recorded on film which might be stored in clips. Because of the obvious demand which ETV creates for such material, the University of Nebraska is currently exploring the problem with the idea of developing a new guide to such film clips and to other materials useful in instructional television. This service, if supplied, would be established as a part of the Great Plains Instructional Television Library Service (also set up under Title VII).

Another need is for a guide to television materials including films, kinescopes and video-tapes. A first catalog of this type may be issued by the National Educational Television and Radio Center in June of 1962. However, additional catalogs will be needed and will probably require preparation at local, State, and regional as well as national levels.

Still another example of a type of bibliographic need which remains in large part unfilled might involve utilization of automatic data processing equipment for development of a selective guide to parts of musical recordings. A proposal along these lines has been received by the Office from Western Reserve University. As yet no action has been taken to demonstrate the feasibility of compiling such an index.

In addition to providing various catalogs, directories and guides to the media field, materials specialists may also look to the Educational Media Branch as a source of several other types of publications, for instance, professional surveys and studies. One such study familiar to many in the field is *The Role of School Libraries Which Function as Instructional Materials Centers with Implication for Training*, directed by Alice Lohrer of the University of Illinois.

A new book on language laboratories, undertaken in partnership with the Electronic Industries Association and a group representing the profession, is to be published. Audiovisual equipment needs is the subject of a preliminary draft manuscript prepared under the aegis of the Society of Motion Picture and Television Engineers. The editor of the first publication is Dr. Alfred Hayes and of the second, John Flory. Both volumes will yield basic standards and guidelines in the equipment field. These standards are needed urgently if AV equipment being purchased with NDEA and other funds is in the future more reliable and if such purchases are to be made with greater wisdom. We are grateful to the industry for sharing responsibility with the Office for development of these and similar much needed tools now in preparation.

I referred previously to *Educational Television: The Next Ten Years* as a compendium of information which establishes a platform on which the ETV enterprise will be erected and which recommends sound national policies in the field. A similar book is in the planning stage entitled *Programed Instruction in the Schools.*

Available upon request are copies of research abstracts of Title VII projects. Full reports of each research project and experiment carried out with Title VII funds are available in national depository libraries and/or may be purchased on microfilm from the University Microfilms Division of the Zerox Corporation.

Finally, it is the intention of the Educational Media Branch staff of the Office of Education to create a virtual reservoir of easily obtained information pertaining to all aspects of educational TV development, as well as other media fields—facts, figures, opinions, all to be "on tap," so to speak.

Conclusion

Much of the work of developing new professional tools for the materials center is supported under Title VII of the National Defense Education Act, that part of the NDEA addressed to the harnessing of modern communications technology for the benefit of formal instruction on all levels. In particular, Part B of Title VII charges the Commissioner with responsibility to provide those tools needed to give increased and improved access to the media through publication of guides, indexes, bibliographies, manuals, catalogs, etc., and to undertake whatever additional work may be required to encourage wise use of such tools.

Several publications and guides have been mentioned which represent traditional services rendered by the Office, including a *Catalog of U.S. Government*

Films and an array of materials concerned with educational radio and television. Three new tools of special interest at this time—that on programed instruction, materials useful for audiovisual instruction, and guides to newer educational media—have been identified. Major bibliographic service efforts supported to date are represented in the research information program established at Western Reserve and in the national directory project currently supervised for the Office by the Educational Media Council.

Finally, I hope that I have encouraged you to look to the Educational Media Branch of the Office and other units as well as a primary source of professional surveys and studies in the field, standards and guide-lines, national planning and policy development, not to mention more routine facts, figures, abstracts, and reports.

I should like to share with you in closing a phrase which has almost become a motto or slogan for the administration of Title VII. It is our feeling that this program has been a catalyst to the achievement of "more learning and better learning for more people in less time through the harnessing of modern communications technology for the benefit of the American educational system." A vital part of this effort is represented in the development of professional tools for the materials specialists.

School Libraries as Instructional Materials Centers With Implications for Training: A Progress Report of This Study Under Title VII, National Defense Education Act

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WITH THE PUBLICATION in 1960 of the long awaited *Standards for School Library Programs,*[1] the Executive Board of the American Association of School Librarians turned its attention to the problem of implementing the standards and of seeking information relating to the status of school libraries at the elementary, junior, and senior high school levels which serve as instructional materials centers. A plan of operation, dated April 25, 1961, was submitted to the U.S. Office of Education, Educational Media Branch, for approval as a part of Section 731, Part B of Title VII of Public Law 85-864. The Graduate School of Library Science of the University of Illinois was awarded the contract, in November 1961, to conduct a survey of the Nation's schools for the purpose of identifying school library programs which actually serve as instructional materials centers by providing services and all types of print and nonprint materials for use by teachers and pupils. (It is hoped that such schools when identified will provide data to other school systems for the improvement of existing libraries and for guidance in establishing new libraries with such functions.) A second phase of the study relates to the professional preparation needed by school librarians or instructional materials specialists to administer a school library program as an instructional materials center. Guidelines for future programs of professional preparation in library schools and in library departments of colleges of education are to be suggested in the final report.

Methods Employed in the Study

The first phase of the study was a literature search for articles, books, and research studies, completed and in progress, of instructional materials centers and of modern trends in teaching, to identify schools to be visited. This literature was read, evaluated, and a card file established noting references to school libraries which were expanding their programs, services, and facilities to include shared responsibility for the newer as well as the older media of communication. (These media included instructional television, programed learning devices, language laboratories, films, filmstrips, recordings, and all other forms of instructional materials as well as the traditional book and printed resources of the school library.) The role of the school library in today's school was also studied in relation to modern experimental designs of education such as team teaching, individualized reading programs, ungraded school programs, flexible scheduling, independent study, and the "school within the school." Schools with these programs were to be visited later.

Information about outstanding school library programs was secured from many other sources as well. The American Library Association, State, city, town, and county school library supervisors, and State educational agencies throughout the country were all contacted by letter requesting their help in identifying good library programs of service that seemed to meet national standards of excellence and to be worthy of a visit and evaluation.

A detailed interview schedule was prepared and pretested in several of the school libraries in Indiana. The checklist included sections pertaining to (1) the size, professional preparation, and needed competencies of the staff, (2) resources of all types available either from the school library, from other locations in the school, or from a district materials center, (3) the administrative organization of these resources, (4) the equipment and facilities available for servicing these resources, and (5) the budget provisions for securing them. The recommendations of the national standards were quoted where pertinent to serve as a guide for evaluating the holdings of each school, and to serve as a checklist for schools that meet or are attempting to meet national standards. Information requested was set up for IBM cards to be processed later for tabulations and correlations.

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[1] American Association of School Librarians. *Standards for School Library Programs.* Chicago: American Library Association, 1960.

Because the 1960 *Evaluative Criteria* and the 1960 *Standards for School Library Programs* both reflect the philosophy that the modern school library at all levels serves as an instructional materials center by providing a rich variety of materials, facilities, services, and equipment to make it possible for teachers and pupils to carry out the educational objectives of the modern school, they were used as a basis for developing instruments for this study. These publications also reflect the broader concept that the school library of today has a program to be evaluated, not just a collection of books to be evaluated, and that this program encompasses services and resources for a total school program, and is not just a room or a suite of rooms narrowly conceived of as the school library of yesterday. Therefore, this study was concerned with programs of service.

The term "instructional materials center" was used in the interview schedule instead of the term "school library" to conform to the terminology used in the 1960 edition, Section F of the *Evaluative Criteria of the National Study of Secondary School Evaluation* as well as to the patterns of organization included in this study. (Section F and the terminology used in the *Evaluative Criteria* were developed with the approval of the Executive Board of the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association.) Several schools which had previously filled out Section F were later asked to submit a copy of this section to provide additional information relating to their services as well as their resources.

After replies were received from the 50 states, an extensive travel plan was devised to include visits to the 32 States which indicated that they had school libraries which function as instructional materials centers. Whenever possible, the visits included the headquarters of the State, city, town, or county school library supervisor, interviews with directors of State or city programs of educational television and radio, and visits to the television studios as well as to the district instructional materials centers servicing the local schools. As many outstanding elementary, junior, or senior high school libraries in each State and city were visited as time allowed. Library schools, State school library meetings, and conferences were also included. Only two sections of the United States were not covered in the study: one includes some of the States on the east coast and the other section, some of the States in the West and Plains area. These States had indicated they did not have school library programs functioning as materials centers.

The second phase of the study, relating to future plans for library education at the undergraduate and graduate levels, has also been moving ahead. Over 300 college catalogs have been requested from all colleges and universities in the United States offering courses in library science. These catalogs are being analyzed in relation to the programs offered. A comparison of the offerings available and the recommendations of the school librarians and instructional materials specialists in the field will be made later and used in drawing up the guidelines for future programs of preparation for specialists in this field.

General Trends in the Role of Instructional Materials Centers

At this time, only general observations of trends can be made on the instructional materials center from the visits to the State departments, to the library and audiovisual centers at the regional, county, parish, city, and suburban levels, and to the library schools and library departments of colleges of education. The detailed report will be made later after all data have been processed.

The most significant impression, at this time, relates to the nationwide acceptance by school librarians visited of the philosophy of the new standards for the school library. The influence of this document has been very great. With very few exceptions, the instructional materials center concept of the school library has been accepted and is being implemented. Even though only the best programs were visited, this generalization holds true. Many at the high school level have indicated that the *Evaluative Criteria* has also been of great assistance in developing this type of program. This observation holds for all sizes of schools visited, for schools in wealthy and economically poorer areas, for schools at all levels, for independent schools, and for school systems. On the whole, large cities tend to be more conservative on this point than is true of other school systems. Changes, however, are discernible here too.

Trends in Elementary School Libraries

A second observation relates to the elementary school library. Here were found some of the most exciting and dynamic programs. Pupils and teachers in the library and in the classroom skillfully use all types of resources made available to them. Elementary children use filmstrips and projectors, recordings and players, for example, with no difficulties at all, and as easily as they use books. Many more types of resources are to be found in the elementary school library. The programs seem to be less bound by traditional patterns and attitudes. School administrators, teachers, and elementary school librarians work together to secure and make effective use of all teaching resources possible. The amount of resources varied greatly in the schools visited, but the programs were basically the same, whether the school was large or small. Greater flexibility, more fluid collections, and an attitude of the importance of the library as a resource center pervaded the programs. The new buildings, and blue prints examined, included library areas designed as instructional materials centers. Staff members were being carefully selected from the teaching faculty to receive library education through extension programs or at summer sessions. In a very few years tremendous changes in instructional materials programs will no doubt be seen in some of the States visited, and where there are school library supervisors to plan and to implement these programs progress will be evident.

Trends in Secondary School Libraries

At the junior and senior high school level there were individual schools in various parts of the United States that have a long history of developing the school library as a materials center. Some of these school libraries have been functioning as instructional material centers for over 20 years. These are the school libraries that have been providing the leadership for the profession. They tend to be in independent school systems, in suburban areas, in experimental schools, and in different parts of the country. Only a few of the school libraries in these schools visited seem to be traditional in program and book-oriented. Librarians of these traditional school libraries expressed concern over the possibility of expanding the resources and services to include any type of material other than printed materials. In such schools, the library and the audiovisual departments were completely separated and lack coordination. Resistance to coordination was expressed in terms of lack of professional staff, lack of professional preparation, lack of space, lack of equipment, lack of money for books alone, and lack of interest.

Attitudes of School Librarians Toward Materials Centers

In all types of schools where the materials program was functioning smoothly, staff members had know-how in administering the service. They knew children, materials, sources of selection, how to organize resources for use, and were more interested in providing services than in techniques. In such programs the invisible wall that is evident in other schools between the library and the audiovidual programs was nonexistent or had broken down. The needs of boys and girls rather than concern over media and devices took precedence in schools where librarians were developing effective programs of service. Working with teachers and experimenting with them in the use of mass media and in newer methods of teaching were also parts of such library programs. Openmindedness, cooperation, willingness to experiment and to learn were attitudes held by these school librarians. They had professional concern relating to the teaching functions of the school library program. Programs that were under the direction and planning of city, town, or county school library supervisors or instructional materials coordinators seemed to function more smoothly and were developing more rapidly than was true in other school systems.

Development of Centralized Processing

Where there were supervisors or directors, another trend was noted which is not clearly represented in library literature. This is in the field of centralized processing for school libraries. This service is developing in all parts of the United States even though the patterns of administration vary greatly. In some systems only special types of materials are centrally processed. These might include books from a recommended list, only books for elementary school libraries, State-adopted books, books for schools with no school librarians, books for large schools with limited professional staff, only nonbook materials, or some other variation. In some systems centralized processing includes all types of resources—print and nonprint—for all schools. In most systems plans for the future include this latter pattern.

Centralized processing extends from a State pattern to a county or parish pattern, to that of a local school system. In some systems all orders come from the jobbers to the center for total processing. The book, filmstrip, or recording, when processed, is sent to the school ready for shelving and with the set of necessary cards ready for filing. Often clerical help as well is sent to the school to file the cards. In other systems, the materials are cataloged from the orders which are handled centrally, but the books or other resources are sent to the school directly from the jobber. The catalog cards and book pocket and cards are sent from the center to the school, and book preparation is completed in each school library. This system seems to cut down the amount of storage space needed at the center. There are advantages and disadvantages to both systems.

Mechanical equipment at the processing centers varies from regular or electric typewriters to various forms of duplicators—a small hand-operated duplicator, a multilith or mimeographing process, or the impressive IBM electronic machines for processing books. A few systems are experimenting with commercial processing.

Printed catalogs and card catalogs are found in different centers. The trend seems to be away from the printed audiovisual catalog to catalog cards to be filed separately or interfiled in the regular card catalog of the school library. Colored cards or color banded cards are used in most of the centers for audiovisual resources. Some States or areas have worked out codes of color for schools to use in cataloging audiovisual materials in order to bring about uniformity. The most efficient systems seem to be those under the direction of a professionally trained library cataloger with clerical help to handle the volume of work.

No uniform pattern was observed for the filing of cards for all types of resources. Where there were printed catalogs, these were also in each classroom for teacher use. In some schools the card catalog is the index to all the materials of the school regardless of whether they are located in the school library, in classrooms, or in offices. They may also include resources found at the district materials center. Many libraries and systems are in varying stages of developing the card catalog as the complete index to resources. As many variations are to be found in the printed catalogs as in the card catalogs, and pros and cons are cited for either system.

The District Materials Center

The district materials center is usually the headquarters for the library supervisor. The supervisor may or may not be in charge of the center. The administrative patterns vary as have other aspects of materials services which have been noted. When the center is not under the direction of the library supervisor, there are usually two departments—the library division and the audiovisual department. These may be completely separate and administered separately, or they may be coordinated under the direction of a school administrator. At such centers, regardless of the administrative pattern, one usually finds a professional library, a collection of publishers' samples of trade books for examination and evaluation by librarians, by teachers, and by public librarians; a sample collection of adopted or recommended textbooks; a basic collection for library purchasing; a center for technical processing; and an audiovisual center.

The audiovisual center may be a servicing agency or a programing agency, or both. Services vary greatly from a center that handles daily or weekly distribution to schools of costly items or less frequently used materials such as films, expensive models or museum objects, specialized professional materials, and equipment replacements to centers that handle and service all of the audiovisual resources owned by the school system. More of the centers seem to move in the direction of decentralization of audiovisual resources. Some centers handle requests from a switchboard and others require request slips or cards that become part of an elaborate booking system. Centers that handle all types of materials usually have printed catalogs for these resources, and they may be organized from the grade level approach and/or from the subject approach to materials. Many of the centers are also equipped to handle the production of transparencies, graphics, films for local use, publicity brochures, and art slides. The administration of the educational television and radio programs may also be handled at the center. The mass media programs may be produced over commercial stations, school-owned stations, or closed circuits facilities; and may be designed for courses for credit or for enrichment type programs for special class use or for elementary or high school programs. At the State level and in the larger school or city systems, the radio and television sections are usually divided into separate departments.

Supervisors of library and audiovisual centers are responsible for planning budget, staff, and buildings and inservice training programs for the system of the library and audiovisual programs in the individual schools. The role of the school librarian at the local school level may depend in part on the role of the school library supervisor in working closely with curriculum coordinators, audiovisual directors, and classroom supervisors in planning the experimental teaching programs and in building adequate resources of instruction.

Services from the district or central instructional materials center are primarily designed to supplement the resources at the local school level. Patterns are changing and philosophies vary. In the coordinated programs the local school library is encouraged to build up its own resources of filmstrips, recordings, and other teaching materials to supplement the book collection and to develop the local school library as an instructional materials center for the school. The district center then provides services and programs too expensive for the individual school to handle. Where there is little coordination between the library program and the district audiovisual center, most of the audiovisual resources are purchased and serviced from the district center. This system seems to lead to much duplication at the center, to complex patterns of booking and distribution, and to separate staff members being selected from each school faculty to serve as the audiovisual coordinator in the school. The separation of instructional materials into library resources and audiovisual resources becomes entrenched in the minds of staff, faculty, and students.

The Instructional Materials Center Program in Florida

Although Indiana was used for pretesting the instruments used in the study, Florida was the first State to be covered extensively by visits to all types of library and audiovisual programs. It had been cited in the literature as an outstanding example of the development of the instructional materials-centered program. It seemed possible that this State might serve as a measuring stick for the rest of the country. Schools and centers were visited in all parts of the State. Library schools, city systems, county centers and schools, studios, production centers, processing centers, and inservice training programs were all included in the 2,000-mile trip by car. The results confirmed the impressions gained from reading. Florida, as a State, has a most outstanding record of achievement in the development of the school library as an instructional materials center.

In order to understand the successful progress made in Florida, it is necessary to point out several factors that have made this possible. In the first place, Florida took leadership in this field many years ago. For over 10 years there has been a concerted, cooperative, and coordinated effort on the part of many people in the State to bring about this movement. Leaders in the State department, library schools, colleges of education, and school systems have been active professionally to involve citizen groups and legislators to provide an equalization program for the schools of the State. The minimum education foundation legislation makes it possible for small schools as well as larger schools, and for rural schools as well as city and suburban schools to have well-paid teachers, school libraries at all levels, more adequate instructional resources, and school plants designed for modern teaching programs. These conditions do not necessarily mean that all schools in Florida are excellent, but the trend and movement is in the direction of developing good programs and in developing school libraries as instructional materials centers supplemented by services from the county center.

Florida is also fortunate, along with several other southern States, in having the school district and the political county unit the same. This administrative unit system makes for an easier State pattern of educational supervision. At many of the county centers there is an instructional materials specialist to supervise and coordinate the school library program at the local school level. If not a library supervisor, there is a curriculum coordinator who assumes some of this responsibility. This plan gives a much more complete coverage of supervision than is possible in other States, and the dynamic leadership role of the supervisors is evident in Florida.

The influence of the library schools, especially at Florida State University, is also very evident as one visits the school library programs. The curriculum of the library school, the leadership provided by the dean and the faculty of the school, the farflung extensive program of night classes throughout the State, the workshops and demonstration programs offered by the school have made their impact felt throughout the State.

Only the best programs in Florida were visited and these were selected by supervisors at the State and local levels, but the number of places recommended was so extensive that not all of them could be included in the time allowed. This fact in itself was impressive, and most of those schools or centers included were worth visiting in order to see trends and stages of development.

The Instructional Materials Center Program in Other States

In another part of the country, the most dynamic county program observed was that being developed in Montgomery County, Maryland. A number of factors have helped to bring this about, and a more detailed account is reported at this conference by James W. Jacobs, director of the program. Observations of this program will be presented in more detail in the final study. This is a center with many new innovations of service, and worth visiting.

Individual schools that have outstanding programs of school library service are to be found in different parts of the United States and tend to be in independent schools rather than in schools in city systems. At the high school level, some of the finest programs are to be found in the suburban areas of Chicago, a few in New York and in New Jersey. These will be covered in the final report. At the junior high school level the most exciting program was that observed at the North Hills Joint School in the Pittsburgh area. Outstanding elementary school library programs were observed in many States, such as those found in Florida, Tennessee, Georgia, North Carolina, Texas, Washington, and Oregon.

Some interesting innovations and experiments were being tried out in different parts of the country. One of the most interesting was the supermarket pattern at Torrence, California. Emphasis was on quality service and efficient and economical provision of materials to schools. Some experiments were being discarded and others refined and improved, but all were worth noting carefully. Some programs were planned to provide service throughout the entire year, not just the school year; some were planned with unusual building features, and most of them were planned to fit the changing needs of the school. The data in the final study should provide suggestions for school administrators and school librarians who serve as instructional materials specialists as to the role the school library plays in schools with educational television, language laboratories, IBM machines for student use and experimentation, programed learning devices, team teaching, or any other educational experiment in teaching.

Library Education for Instructional Materials Center Specialists

Although the major part of the travel was concerned with the library program in the individual school, some attention was given to library education and its relationship to the instructional materials center concept. As evidenced by the conferences attended and library schools or library programs visited, there is more awareness on the part of library educators of the need to take a second look at the offerings for the school library field. School librarians and school library supervisors are also reappraising their demands for professional preparation needed at the undergraduate and the graduate levels. There are signs that point to a greater willingness on the part of the two groups to come together to talk over mutual problems and needs. Many school library leaders are recognizing the need for broader education, higher standards, and a richer curriculum for school librarians. Undergraduate or graduate programs which are narrowly specialized for the school library field are no longer adequate to meet the needs of the modern school library program. On the other hand, graduate programs of library education which have remained static and traditional, and which ignore the specialized problems of the instructional materials approach of the school library, are also proving inadequate and holding back the tides of progress. Unless changes are made in both of these types of library education, other agencies will step into the picture and develop programs to bypass the present offerings of the accredited library schools.

There is leadership in library education, concern regarding present programs of professional preparation; there are signs of willingness to change, and signs of changes already taking place. These trends are encouraging to report. There is also evidence of interest in this problem of the professional preparation of school librarians on the part of State department officials in relation to the certification of teachers and school librarians, and to requirements in education and audiovisual preparation. The bringing together of leaders in these varied fields to discuss possible future needs is planned for the second phase of this study and will be dealt with later.

We have come a long way, we have much yet to accomplish, but we are now on the threshold of a more exciting and more meaningful program of service than has been developed anywhere else in the world. The problems and discouragements are many, but helping to bring quality education and library service and resources to boys and girls is worth every effort it takes.

Competencies Needed by Schools Librarians for Selecting and Organizing Materials for Materials Centers

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WHAT IS a competency anyway? I generally like to know the meaning of a term I am discussing. Sometimes—like others, I presume—I take many words for granted, and then find that at a later date I haven't really construed the meaning perfectly enough. Therefore, I took recourse to the dictionary, where I found such a variety of meanings for competence that I had to exercise one of the fundamental jobs of a librarian in an instructional materials center—I had to make a choice or choices among the available supply. The most relevant definition apparently was: "The quality or state of being functionally adequate, or of having sufficient knowledge, judgment, skill, or strength." The latter word, strength, seems sometimes to be the competence most librarians feel the need of. (Should we recommend a course in physical fitness for graduate library schools?) This definition seemed like the inclusive meaning for which I was looking, covering all areas and aspects of a competence, but deep down in the fine print I came across one I liked even better. It said: "The capacity of living tissue to react." True this definition was elicited from scientific and biological writings, but its clear-cut application to the librarian in the school seemed so pertinent and so simply expressive of the greatest need, I believe, that a librarian, whether in a materials center or in some separate but equal book-centered library, should have.

The study under Title VII of the National Defense Education Act, *School Libraries as Instructional Materials Centers, with Implications for Training,* conducted by Alice Lohrer, lists 44 needed competencies of instructional materials personnel, with additional space for others which inventive librarians may be able to add; but the ability of the librarian, who is composed of thousands of living tissues, to react is, to me, the paramount competency. His ability to excel in good human relationships, to guide without rancor, to decide without dogmatism, to lead without arrogance and to coordinate without confusion is an ability or a competency which is preeminent. This kind of a librarian would be a reactor combining "sufficient knowledge, judgment and skill."

Responsibilities of Library Education for Developing Competencies

This quality or competency may, at first glance, seem to be too elusive or too innate a personality characteristic to be the kind of need which library education can adapt itself to produce in its graduates. But unless we believe all good librarians or teachers are "born" teachers or librarians, experience would lead us to accept the premise that educational forces can be applied effectively to develop even qualities like these which, if not measurable, are observable. The 1960 standards of the American Association of School Librarians express this same idea somewhat differently, but to the same effect, in the first qualification for the school librarian: "The librarian is adept in human relations and works cooperatively, effectively and happily with all age groups enrolled in his school and with adults."[1]

Library education has an immediate responsibility in this area of cooperation and coordination so basically required in the leadership of a materials center, for "to work cooperatively, effectively and happily" a librarian must be adequate functionally, having the judgment, knowledge, and skill to be a competent agent. If the potential librarian has in a reasonable degree those qualities of personality which library school entrance should require, the ensuing period of training should supply the knowledge and resulting sense of adequacy implicit in all of the foregoing.

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[1] *Standards for School Library Programs.* Chicago: American Library Association. p. 58.

Knowledge of Materials and Their Use

Applied to competencies in the field of instructional materials, this training should include the candidate's introduction to a wide variety of materials, equipment, and techniques. The librarian in the instructional materials center should, as a minimum standard, know as much about other currently used media as she has been trained in the past to know about books, periodicals, and other printed materials. The mention of films, recordings, filmstrips and programed texts, for instance, as et ceteras in library courses like building library collections, or in cataloging and classification will not suffice to do the job. Too many book-oriented librarians are not even sure just what is meant by a filmstrip or transparency. As a beginning step in the selection of instructional materials, librarians should be taught the identification of the whole gamut of media.

The easier aspect of this training includes knowledge of the technical vocabulary of instructional materials. For instance, the terms—ips, rpm, transparencies, overhead projection, opaque projection, single and dual track—are but illustrative of the terms which should be as well known to the librarian as title page, index, table of contents, margins, format, and binding. But beyond this widening of the librarian's vocabulary, the task of teaching appreciation of the functions of the various media looms as the most important next step. A motion picture is not just a film. It may be a dramatization of an event, a step-by-step presentation of a process, or a social document influencing attitudes or provoking discussion. This appreciation should be as freely imparted in the education of librarians as the parallel study of types of books and their uses. Similarly, methods of using films, or any of the media, should be as thoroughly explored as techniques for using books.

The broadening of library education to include an examination and study in both breadth and depth of all available materials is essential to the development of competent personnel for the instructional materials center. Its present scarcity may have prompted J. Lloyd Trump to say in the February 1961 *ALA BULLETIN* (and to repeat in essence here yesterday) that "today's librarians are too much on the fringes of education. Tomorrow they will be in mainstream. It will be difficult to identify the library in the conventional sense because its services will permeate the totality of education. The librarian is a teacher whose special competence is professional knowledge about the materials of instruction."

Another indication of the school librarian's need for additional training, screened from current literature, originates with Roy W. Evans of Southern Illinois University, who, in the April 1962 issue of *Illinois Libraries*, welcomes the evidences of the marriage of audiovisual and the library, but who also echoes a common plaint of many audiovisualists that the union has been delayed by lack of progress in education and training. He notes specifically "the librarian's lack of estimating the great potential" of audiovisual media, coupled with what he calls "lack of any audiovisual training for the library." Both of these points—gradually yielding to change but in many cases justified—can be and should be overcome through the incorporation of audiovisual media as equal partners with books in the librarian's education.

Leadership in the Selection and Use of Materials

The important skills and knowledge of audiovisual materials are the background for effective service—not for custodial supervision. They provide us with the tools of our trade. They provide the basis for a smoothly operating program making possible the advisory service which the competent head of an instructional materials center should provide. A knowledge of the comparative values of a variety of suitable materials for a particular subject area and of the methods for utilizing the materials selected is most important. The job of being a materials specialist in the words of Paul Witt is one of involvement in "locating, evaluating, procuring and using materials and resources for learning and teaching." This kind of specialist—continuing the quotation from Witt—"should sensitize teachers and staff to the very great importance of materials and to the imperative need for careful selection and skillful use of them."

These concepts bring us to the realization that a librarian of an instructional materials center should be prepared to be a leader and not simply a supply sergeant. This leadership is dependent in part upon an expert knowledge of the institution being served, so that understanding of curriculum and methods is vital. The development of this competency means keeping abreast of changes in teaching and learning, for example, the new methods in mathematics or the various changes in social studies concepts. The instructional materials librarian reads the publications of the Service Center for Teachers of History, so that she is aware of the marked differences in the interpretation of history which recent research and analysis have brought to the field. The school librarian should know as much about the individualized methods of teaching reading as the classroom teacher. She should be aware of techniques for teaching remedial reading in the secondary school. She will in fact know about these before many of the faculty in her school are aware of them, and even subtly propagandize when there is a need.

This kind of leadership is illustrated constantly in the selection and evaluation of materials. Together, librarians and teachers work as a team to answer at least three questions raised by William Spaulding in his recent pamphlet, (1) What am I trying to teach, (2) Why am I trying to teach it, and (3) How can I best teach it?[2] The answers to these questions should precede all selection and the results are the product of cooperation—not single-handed forays. A 1961 report of the Southern States Work Conference on Educational Problems, *Achieving Quality in School Library Service*, highlights the principle that "selection of materials for the school library requires continuous cooperation. The librarian contributes special training and experience in instructional materials. The teacher provides firsthand information on his classroom program and on the diverse interests and abilities of his pupils."

The selection of materials and the evaluation of materials go hand in hand. The competencies demanded to do them successfully stem from other abilities already mentioned—knowing the physical and educational values of all types of teaching tools, knowing the school curriculum, knowing methods of teaching, and understanding the learning patterns of the pupils, who are, of course, the ultimate recipients of all this concentration of knowledge and skill.

In an effort to discover what competencies are actually practiced in the processes of selection and evaluation, I have examined the policy statements of a number of school systems throughout the country. Almost uniformly they agree with the report of the Southern States Work Conference that, under the guidance of the leader in the instructional materials center, "teachers and other instructional personnel are in the best position to decide the values of materials to be used in the educational process at any level. For that reason committees have been established to aid in the selection of instructional materials" (St. Paul, Minn.). Other significant guides reported by these representative communities are that "group judgments are superior to individual judgments and that teacher judgments are best when based upon actual experience in using the materials that are being evaluated" (Rochester, N. Y.). Factors which are problems in the selection and evaluation of material are reported consistently as (1) volume of material for evaluation, (2) lack of time on the part of both librarians and teachers, and (3) the clerical work involved. Almost all systems share the problems of selection and evaluation with teachers. None would suggest that decisions are those of a single person—although one school district almost reached this unfortunate solution by stating that the assistant supervisor of the instructional materials center "first previewed all materials and knowing the demands of the schools is able to determine whether the new material will contribute and add to the expansion of the materials library where needed." Even in that system, materials chosen by the assistant supervisor are subjected to review by subject supervisors.

The kind of selection which receives most widespread recognition, however, is that described in the December 1961 issue of *Social Education*, by Ralph and Marian Brown, who, in writing on "How To Select a Social Studies Textbook" say of the textbook what makes sense for all media: "As long as social studies teachers make extensive use of a textbook, the basis on which such books are selected will remain crucial. Furthermore, the worth of any evaluation will be proportionate to the time spent, to the training and experience and the breadth of interest of the individuals participating in the textbook selection. Thus, the ability to analyze and critically evaluate a textbook must be an important part of the equipment of a well-prepared teacher of the social studies." The librarian of the instructional materials center needs training to develop this kind of competence, and also needs the necessary training for guiding and coordinating the group participation in evaluation which seems so desirable.

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[2] W. E. Spaulding, *How Shall We Judge Them?* Boston: Houghton Mifflin Co. p. 15.

Techniques in the Evaluation of Materials

The education of librarians to "analyze and evaluate critically" is not just the process of transfer of training from that provided for the selection and evaluation of printed materials. Conscious efforts must be made to offer experience in these areas in library schools. Random or even planned exposures to a few representative titles of outstanding films and/or other media will not suffice. These competencies are developed through practice and, unlike books, cause complications in library schools as well as in many other departments in colleges and universities where insufficient (or none in some cases) equipment is available for either projecting or auditing materials. Nor is the fact that the librarian will be seeking guidance in selection from subject experts—teachers and others—any reason for failure to produce skill in evaluation of films, radio programs, television broadcasts, tape and disc recordings, textbooks, and allied aids. The development of skills for selection involves a study of group methods of evaluation, including a consideration of a variety of evaluation forms and checklists. Their differences and similarities with forms used for printed aids should be studied, in order to discover the weaknesses of various systems. The use of score cards, for example, may result in giving high ratings to relatively mediocre materials. Techniques for administering a system where evaluations are decentralized should be studied. The coordination of existing patterns for evaluating materials, such as the familiar textbook committees, and the techniques of extending these committee services to a wider field of materials should be part of the preparation of librarians for materials centers. Variations of method to achieve a balanced collection of materials, where there are factors frequently quite different in degree from those used in spreading library book funds equably, should be considered.

Knowledge of Curriculum and Teaching Methods

Selection as a process in the instructional materials center assumes two fundamental avenues—as it does with library books: (1) selecting from the vast array of possible materials for acquisitions, and (2) assisting teachers in choosing those materials which have already been examined and evaluated for the collection for use in particular units of work. In these services, once again the value of the librarian's contributions is strengthened by her knowledge of teaching methods and of the curriculum, and by her insights into pupil responses and learning habits acquired through educational psychology. As mentioned above, one definition of competence was given as the ability to react. The extent to which the leader of an instructional materials center can react intelligently to all kinds of stimuli in the selection and evaluation of materials is in large measure the key to the success of that center of learning. This competency results from a consideration of the needs of both teachers and students to the librarian's skill in involving them in the processes of selection and evaluation, and is closely related to her previous training and her constant alertness to new materials and changing patterns in both teaching methods and materials.

Organization of Materials

When we turn to a consideration of competency in organizing materials for use, we are face to face with managerial skills without which even the best selected materials may often be wasted. The development of an instructional materials center—either in the individual school or that serving a large region such as a county or a city—brings together many varied types of materials and their equipment for projection or other kind of use. It is fraught with so many possibilities for complexity that the temptation to organize a complicated structure is strong. Our training programs, therefore, should stress simplicity and ease of use both for students and teachers. Simplicity plus flexibility and decentralization wherever feasible are three principles which should be stressed in order to avoid a topheavy and unwieldy organism.

Education for librarianship has traditionally emphasized organization to the extent that earlier programs seemed to consist of overwhelming doses of cataloging and classification. Older library manuals even prescribed the correct kind of handwriting necessary for the proper organization of library catalogs. Through lessening of emphasis on counting spaces and study of the proper form of entry for the whole hierarchy of medieval society, library schools have evolved a more wholesome approach to the problem of organizing materials for use. The librarian who administers an instructional materials center needs to study cataloging and classification not so much to learn how to apply every rule in the books to materials acquired, but more for the purpose of understanding how basic principles of orderly control and entry can be applied to the many faceted creature that a resource center is. It is an advantage to understand the Dewey Decimal system or the Library of Congress forms, in order to know when not to apply them to certain types of materials. Hence, there should be emphasis in library education on flexibility and adaptability.

Without delving into the minutiae of organizing all the possible audiovisual aids, it may suffice to point out that, depending on the situation, one materials librarian in a very large center may find the decimal classification and conventional storage cases suited to that institution. In a smaller school the collection may be arranged by accession number and stored in open cases designed to permit instant location of all filmstrip resource in the center. Similarly, the rules for cataloging phonograph and tape holdings in a specialized music library would be modified beyond recognition for the school materials center in most cases, but exposure of the trainee to the correct forms would provide the basis for making the adaptations. Usually, not always, it is safer for the well-informed to simplify than for the uninformed to make more complex. Therefore, we need the competence which results from thorough training in principles of organizing library collections, but we also need to be cautioned and probably given some training in modifying established practices to meet less complex situations.

Once again we should have the ability to react intelligently and not slavishly to follow prescribed rules which were not designed for each type of instructional media we may encounter. For example, we may assign library class numbers to books, but not textbooks; we pocket library books and lending collections of textbooks for teacher use, but not sets of textbooks for class use, nor filmstrips either, since no book card will fit that pill-sized can. We may find it advantageous to assign accession numbers to tape recordings since so frequently they are in sets of sequential broadcasts, and we don't want to break up the series into varied decimal class numbers. Similarly, we may want to bring all nonmusical recordings into the familiar decimal class patterns, but prefer to locate musical recordings by some other pattern such as symphonies or orchestral music. The point being stressed is not that a particular materials librarian advocates one or the other choice as the right one generally, but as the right one for the particular collection in the school or community.

The librarian who is in charge of the instructional materials center benefits from the precepts discovered in courses on scientific management. As the multiplicity of materials increases and as the need for central offices to process materials for its branches grows, the more are the benefits gained from such knowledge. Problems of organization for use are so inherently a part of the administration for use and the planning of quarters for materials centers that it is almost imperative to mention them in their relationship to organizational patterns. Principles of administration and scientific management of libraries are a fundamental need in the development of competence in organization. They provide an understanding of the factors related to the question of centralization versus decentralization in the organization of the materials center. In the central office, decisions must be made on which materials might be better housed in the schools, and, in the schools, on the location of many items in classrooms and departmental offices as against their storage and use in the center.

The Administration of Equipment

Equipment, which poses special problems, is frequently decentralized. The mention of equipment brings to our attention that the term is implied throughout this talk whenever materials are mentioned, since materials without the necessary equipment are useless. Both materials and equipment are the responsibilities of the librarian. The problem of equipment raises the question of for what kind of competency do we want to train? The stereotype of the audiovisual director with a screwdriver in one hand and a dangling wire in the other is as unfortunate as other stereotypes—like the one of the librarian as a fussy old maid being replaced by a stuffy young man. But I believe that a librarian should possess more knowledge of equipment than barely being able to differentiate between a filmstrip and a motion picture projector, and she should know that a turntable is not an antique treasure in her aunt's old-fashioned house. On the one hand, some educators feel this competency can be left to the inexperienced, beginning librarian to learn on the job with the equipment she encounters. A compromise may be in order. Since it probably is unnecessary to train each student in the complexities of many different makes of tape recorders, a minimum training need may well be the ability to operate very efficiently at least one each of the most commonly used machines likely to be employed. Coupled with this competence the librarian should have enough information to know that there is a projection lamp, and that it is different from the exciter lamp. Neither a gadgeteer nor a repairman is the goal, but a librarian who can approach equipment at least as calmly as the housewife handles her dishwashing machine or electric mixer.

Production of Materials

I should like to discuss some competencies in selecting and organizing materials that are not universally needed, but I want to underscore my personal antipathy towards too much concentration on the production of materials. A little goes a long way. Just as librarians don't really consider it necessary to know the mechanics of bookmaking—how to apply glues and bindings and how printing at high speeds is achieved—so also is it unnecessary for a librarian to be a film producer, an artist, a lithographer, or a mimeographing expert. On the other hand just as he knows enough about book production to recognize a well-made book, physically as well as for content; he should know enough about the other media to recognize good prints, or expertly produced versus poorly produced recordings. The head of a materials center who is bogged down in producing materials is not likely to have the time to meet the many additional needs of his clientele. Anyway, the materials are frequently available commercially, or will be next week or next month—done much more expertly. I don't mean to condemn photography in schools, but this is the job of the hobbyist, the art department, or a competent photographer employed in that capacity. One exception in the field of production which I would encourage is the development of locally needed historical or other interest material, but even this should be planned, if possible, by the professional staff and executed by those with specialized technical know-how.

Summary

The specifics of competencies needed in selecting and organizing instructional materials centers may be catagorized as follows:

1. Broad educational background, coupled with teaching experience
2. Leadership skills; knowledge of teachers' and pupils' needs, interests and abilities; good human relations
3. Knowledge of the curriculum and teaching techniques
4. Knowledge of administration, management and organization, including cataloging and classification
5. Knowledge of the techniques of selection and evaluation, including available tools in both areas
6. Knowledge of how materials are produced as distinguished from the knowledge of specialized and highly skilled artisans and craftsmen
7. Knowledge of how materials are used in relation to selection skills
8. Knowledge of fundamentals of equipment operation

Since these eight areas suggest broad approaches, involving many competencies for the school librarian who is the materials specialist in her school, we can perhaps more than ever begin to appreciate the full scope of the meaning of that important sentence in the statement of the American Association of School Librarians, *School Libraries as Instructional Materials Centers*: "It (the school library) should always stand ready to provide informed guidance concerning selection and use of both printed and newer media."

Competencies Needed by School Librarians for Planning Quarters and Administering the Use of Materials Centers

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AS MATERIALS CENTERS assume the objectives of teaching agencies, their personnel need competencies that become increasingly complex and diverse. Schoolwide programs must be implemented, new facilities must be planned, and the use of more instructional media must be effectively administered. Many areas of specialization must be drawn upon. Although these specialists are called librarians in many schools, they are no longer oriented solely toward printed materials. In this paper, in order to make this distinction, librarians who have acquired competencies for administering materials centers are called consultants. In colleges, these consultants in instructional materials must be trained as educators for new positions that are created by materials centers.

Educational Competencies

In the past, college students who wanted to become consultants hurried across their campuses from library classes to audiovisual departments. In addition, they took general education courses that were unrelated to their broad preparation in instructional materials. They experienced problems like those of teachers in elementary and secondary schools. Just as teachers were urged by traditionally separate library and audiovisual departments to coordinate instructional materials without professional demonstration, college students were forced to coordinate by themselves their courses in library science, audiovisual instruction, and education. Today this need for coordination is a major problem. It is particularly grave because of our present shortage of professionally educated consultants and the overwhelming demand by schools for their services.

In 1959, in their textbook on educational administration, Morphet, Johns, and Reller wrote: "Next to the teacher, instructional materials probably have more influence on the educational development of the pupil than any other factor in the school environment."[1] The materials center contributes to the influence of instructional materials by establishing a strong relationship with the school classroom. In order to develop this relationship, consultants must work closely with the teachers in their schools. They must relate the content of instructional media to course offerings, and investigate the effect of media utilization upon classroom procedures. The purpose of this cooperative endeavor is to promote an effective learning environment within the classroom.

For this reason, instructional materials programs must be more than programs of service. Once sufficient, the philosophy of service that simply made materials and equipment accessible is no longer enough. Contemporary consultants see that teachers also develop skills in utilizing and evaluating instructional materials. They seek opportunities to work with students and their teachers in classrooms and within materials centers. In effect, they assume roles of active educational leadership.

In order to contribute in this manner, consultants must have broad preparation in curriculum principles. They must understand how objectives are formulated with reference to characteristics of learners, communities of which the schools are a part, educational philosophies of schools, pronouncements of subject-matter authorities, and theories of learning. They must know how learning experiences are designed to promote skill in thinking, acquisition of information development of social attitudes, and encouragement of individual interests. They must understand elementary principles of continuity, sequence, and integration as methods of organizing curriculums. In short, they must have a working vocabulary in curriculum and course development.

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[1] Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller. ***Educational Administration: Concepts, Practices and Issues.*** Englewood Cliffs, N. J.: Prentice Hall, 1959. p. 407.

They must have training in methods of instruction, and it appears desirable that they should have actual classroom experience. They must be able to illustrate fundamental methods of media utilization for relatively inexperienced teachers. They should teach ways to introduce materials, present them to advantage, and conclude with class discussion and evaluation. Consultants should encourage skilled teachers to coordinate several media for reinforcement of content and allow students to use traditionally regarded teaching materials for their reports. They should demonstrate how unique characteristics of each medium affect presentation. Filmstrips and slides, for instance, allow teachers to control rate of projection, adjust content to student learning abilities, omit sections, and discuss the material during presentation. These characteristics are not shared by television programs or motion pictures, each of which, however, has its own special advantages.

Consultants should learn how utilization of materials affects classroom organization and management. Projected materials affect seating arrangements and, in some schools, involve student movement to other areas. Student presentation of audiovisual materials in individual and group reports occupies more time. In elementary school classrooms, in particular, student use of filmstrip previewers and phonographs with earphones requires teachers to become adept in planning individualized instruction.

Consultants should understand that teachers who follow their suggestions must use procedures that are complex and take more time in preparation. Their classrooms will differ greatly from those of teachers who remain committed to uniform textbook methods.

In schools with curriculum directors, consultants should be prepared to create a liaison between curriculum direction and classroom instruction. Such a role is open to those who have competencies in curriculum principles, instructional materials, and teaching methods. This combination is generally shared neither by curriculum directors nor teachers. In schools without curriculum directors, consultants should be able to participate on curriculum committees. The potential for leadership that comes from preparation in curriculum principles enables consultants to assume responsibilities as schoolwide educators that are almost without limit. This avenue allows consultants to develop programs of such worth that their contribution is evident to all.

Specialized Competencies in Planning Quarters for Materials Centers

Physical quarters for materials centers must be planned in relation to all schoolwide instructional facilities. Curriculums of schools and teaching methods directly affect the development of all areas. Planning on a schoolwide basis involves the leadership of consultants who work with teachers, administrators, and architects. No single plan is suitable for all schools. Solutions will be unique to each school. In our age of transition and innovation, special attention must be given to measures that afford flexibility and allow schools to satisfy future needs without difficulty.

Need for study and observation.—For these reasons, consultants should study actual and theoretical plans of materials centers in relation to total school design. The study of central materials quarters without reference to other instructional facilities and without knowledge of each school's students, community, philosophy, and objectives is ineffective when evaluating a materials center program. In college classrooms, students can design new quarters for an entire school plant. They should be encouraged to visit a single school for 1 or 2 days and examine classrooms, departmental offices, work areas, study rooms, facilities for large group instruction, auditoriums, and storage areas. They should discuss the materials program with administrators, departmental chairmen, classroom teachers, students, and consultants on the school and district level. It is significant, perhaps, that librarians often visit only central materials quarters for an hour or two and then leave, whereas audiovisual specialists invariably examine skills laboratories, photographic facilities, classrooms, and similar areas as well. Architects, administrators, and school boards study schools in their entirety. Total study of this nature gives college students an entirely different concept of the schoolwide effect of a materials program.

Determining relationships of centralized and departmentalized collections.—Consultants must be able to determine the relationship requisite to centralized and departmentalized collections. It is not a matter of choosing either centralization or departmentalization, but of recommending a functional and harmonious relationship between the two plans of materials distribution. Centralized organization and administration does not imply central location. It implies coordination. Departmental libraries on college campuses and branch libraries in large cities administered by a central library illustrate this relationship and indicate that principles of organization have been fully established for many years. These principles are adaptable to the design of quarters on a school or district basis.

Contemporary interest in skills laboratories, learning resource areas, and preparation workrooms suggests that schools in the future will desire more departmentalization than before. Established schools that cannot expand central quarters will undoubtedly place much emphasis upon additional facilities. Consultants should be able to interpret for school designers the advantages and disadvantages of either direction. Overcentralization of materials and equipment creates difficulties for teachers. Overdepartmentalization results in duplication of materials, an increased number of consultants, and more traffic throughout the school. If consultants are placed in departmentalized areas, maximum realization of their capabilities may be limited. If they are not placed in these areas, the nature and size of collections will be restricted.

Planning instructional facilities throughout the school.—Consultants should be trained to assist in planning all instructional facilities. They should be able to make recommendations concerning location, space, shelving, storage equipment, and conditions meeting projection and recording requirements. They should be able to predict that some areas will require shelving, that others will need banks of file cabinets, and that large instructional areas will need permanent projection equipment but little space for collections when shared by various subject authorities during the same school day. They should be able to recommend adequate facilities and design for classroom utilization of materials. Few consultants can be expert in complex facilities, such as television studios or skills laboratories, but they should know what other schools have accomplished and should be able to procure authorities who can assist in the development of these technical areas.

Knowing standards.—Consultants should be familiar with the recommendations for facilities, equipment, and collections of the American Library Association and the Department of Audiovisual Instruction of the National Education Association. Adaptations and changes to suit school requirements should be made only after study of traditionally accepted standards.

They should recognize that schools have frequently planned instructional facilities that are inadequate for present needs. Centralized quarters that are too small make materials inaccessible for the majority of the school personnel. Consultants should also expect to see materials centers grow as they function more effectively as teaching agencies.

Planning for use by teachers and students.—Consultants should be able to design centralized quarters that may be used by students and teachers. If schools desire class visits to the materials center under the direction of their teachers, separate rooms or divisions of reading rooms by counter height shelving are necessary. Space must also be available for students from study halls. If the majority of students will come on a single basis, individual study facilities should be designed. The number of conference rooms, listening and previewing stations, and areas for preparation of instructional materials within the center will depend upon the availability of comparable facilities throughout the school. Overall design of materials centers must facilitate supervision of all activities as well.

Selecting equipment.—Consultants should be able to find authorities who can assist in the selection of furnishings. Standardized office equipment, library designed furniture, casual furniture, equipment designed to house special types of materials, heavy-duty storage shelving, and the merits of wood, steel, and plastic construction must be evaluated.

Consultants must be aware of possibilities in design that facilitate adaptation and change. Adjacent classrooms, study halls, and rooms for large group instruction should be considered. Modular wall construction allows future redesign of conference and work areas. Technical study of acoustical materials, floor covering, wall construction, and lighting fixtures need not be undertaken by consultants, but they should know what is being used in contemporary schools and what is proposed by organizations that specialize in experimental school design. Consultants must interpret their needs for school architects and allow architects to meet these requirements as they understand the solution.

Conducting research in school design.—Finally, consultants should have competencies in research related to experimental school design. They should be able to see the merits in theoretical proposals and understand when proposals are not applicable to their schools. In short, consultants should be adaptable people in positions of active leadership who understand the best that has been offered in school design of the past and who can assess the merits of the new with reference to school needs.

Specialized Competencies in Administering the Use of Instructional Materials

In addition to general educational competencies and specialized competencies in planning quarters, consultants must also have highly specialized competencies for the implementation of schoolwide instructional programs. Because of our present shortage of qualified consultants, colleges must prepare future consultants for positions of educational leadership soon after graduation. This leadership must not be restricted to the facilities of materials centers. In the same manner that all instructional materials need not be centralized in one area, additional instructional facilities need not be located within the materials center itself. Wherever they are located, however, facilities such as language and reading laboratories, photographic darkrooms, graphic arts departments, television studios, and duplicating service areas should operate in harmony. Coordination of these areas should be accomplished under the leadership of consultants.

Basic to effective coordination of all instructional facilities is the smooth functioning of routine processes. The acquisition, preparation, and distribution of all materials should be administered by consultants. Services must be superior to that of separate library and audiovisual departments. Consultants must acknowledge that materials center programs at their start are on trial. Teachers must be able to secure projection materials and equipment at the right moment in their classrooms. They must receive maps, filmstrips, subject periodicals, and other materials formerly acquired by their departments. Meeting these requests necessitates purchase of materials at any time of the year. Single items must often be ordered on a rush basis, prepared, and loaned before cataloging is completed. Competencies for these routine processes must be taught completely in college because consultants have no time to experiment while implementing materials center programs. Once begun, established fundamental routines are difficult to alter in the future.

Distribution of materials.—Competencies must be learned for distributing materials on permanent loan. Departments and classrooms must be able to have individual reference collections. English departments may require sets of supplementary books. Social studies departments may need files of pamphlets and current periodicals. Industrial arts departments may require filmstrips and accompanying records that remain in individual shops.

Catalogs must be flexible enough to allow transfer of materials at any time from central collections to departments. Materials must be processed to facilitate transfer from one department or classroom to another to meet curricular changes. Public shelf lists should be developed to afford use of all materials throughout schools. The public shelf list is, in fact, one of the distinctive features of materials centers that function on a schoolwide basis.

Competencies for administering textbooks and multiple copies of programed materials must be learned. Consultants should be ready to recommend procedures related to preparation, record keeping, and distribution that clerical workers can undertake.

Management of budgets.—Budgetary management of materials centers assumes greater proportions. Simplified, accurate records must be maintained, transactions with more companies are necessary, and errors in filling orders must be corrected without delay. Responsibility for annual budgetary requests is of major importance and has a direct effect upon the utilization of materials. Inadequate budgetary provision will harm every department in the school, and the advantages of centralized administration will no longer be evident.

An adequate supply of equipment is required for maximum use of pictorial and audio materials. Consultants must assess merits of centralized versus departmental storage of equipment and determine a middle course. They must see that equipment moves toward greater departmentalization as programs develop. They must determine which maintenance problems can be corrected within their schools and which should be serviced by outside agencies. They must keep informed on new equipment. They should be able to select equipment for student and faculty needs. When in doubt, they must know where authorities are available.

Construction of materials.—Consultants need competencies related to locally constructed materials. They should learn the techniques of construction and the content potential of these materials. They should know what kinds of information can be taught through each of these new avenues of communication. They should teach elementary skills to teachers. They should determine which materials must be made by staff members in the center and which can be constructed by teachers in departmental work areas. They should prefer simple, rapid procedures of construction over those that take more time. They should learn which materials are sold by commercial agencies and are cheaper to purchase than to construct. Competencies in this relatively new area will promote faculty support of future developments in materials center programs.

Directing use of materials.—Consultants should still be prepared, of course, in children's and adolescent literature. They may need more preparation than before in informational literature designed to meet the interests of slow readers. They will also need training in college reference materials and textbooks that may be used in schools. Consultants should also be able to promote student use of traditionally regarded teaching materials. All consultants should be trained to work directly with students, for it is difficult to see how they can select materials for young people if they do not encounter them in classroom and study situations. Competencies are needed to interpret the advantages and characteristics of filmstrips, motion pictures, phonograph records, and constructed materials in student terms. Students, incidentally, exhibit unusual interest in the utilization of these materials and demonstrate extraordinary skill in adapting them to their projects and classroom reports. Simple equipment and routines for students are necessary, and greater duplication of phonograph records and filmstrips is needed for this increased clientele.

Consultants should have competencies in management and organization of materials centers in the same manner that teachers must possess similar competencies in their classrooms. They must be able to direct individual student use of materials and develop routines for class visits.

Besides individual contact, consultants must use other methods to teach students and teachers how to use instructional materials. Orientation programs, workshop presentations, inservice projects, classroom visits, departmental meetings, and curriculum committees must be utilized to further schoolwide instruction.

Supervision of staff.—Personnel assignments within the department require competencies in human relations. All departmental members must understand and contribute to objectives of services to students and teachers. Professional responsibilities must be assigned, and clerical duties must be distinguished. These duties often exceed those of clerical workers in other areas of schools. In materials centers, clerical workers are often responsible for students who use school equipment and supplies. They direct the work of student assistants, and are frequently consulted by teachers and students on reference matters that go beyond basic clerical training.

Professional Development

Consultants must develop an outlook that transcends departmental aims and is concerned with the total school. On the campus, consultants should be encouraged to develop an interest in professional periodicals on general education, subject specialties, and educational administration. Bibliographies and instructional methods found in these periodicals are a valuable supplement to audiovisual and library publications. They enable consultants to understand the needs of teachers and administrators, and they provide research findings related to utilization of materials in individual and group situations.

These are many of the specialized competencies that enable consultants to function as educators in promoting the use of materials and developing effective instructional programs.

State Programs of Inservice Education on the School Library as a Materials Center

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THIS PAPER will be based mainly on the Illinois program of inservice education relating to the materials center. Some of the characteristics of the Illinois educational system, as listed below, determine the organization of this program:

1. The local district is responsible for the development of educational facilities with supervision and evaluation by the office of the Superintendent of Public Instruction.
2. In State evaluation of schools, the school library is of major importance.
3. State aid is distributed on an equalized basis for general expenditures to the local districts.
4. The county school office serves as a branch or arm of the State office.
5. There is local freedom in the organization and selection of materials without limitations of approved lists.

In Illinois there are over 1½ million students, 70,000 teachers, 1,500 school districts, and 4,500 school buildings in 102 counties; 1,000 school librarians, half of them with 30 or more hours of library education, and 75 audiovisual coordinators with 10 or more hours provide the service in instructional materials. Trained school librarians taking positions in Illinois last year numbered 86 with less than half finishing 32 hours of graduate work. Illinois has some of the best and some of the worst examples of school library programs and materials centers in the country, ranging from the one-room schoolhouse to excellent school library programs with substantial budgets, collections, staff, and quarters within reach of national standards as described in *Standards for School Library Programs*.

The main objective of the Illinois Office of the Superintendent of Public Instruction is to provide an equal opportunity for every child to receive a quality education. To reach this objective good organization of instructional materials is necessary, with adequate budget to provide the collection. The local community through an elected school board determines the budget available, and the amount of understanding of the objectives of the school library program determines the support the school board will provide for instructional materials. The school administrator is the key person in interpreting the needs for school library resources and for the support of the library program. All the factors of a good materials center program must be developed simultaneously: the education of the administrator for leadership; the communication of the values of the materials center to the school board and the community; and the inservice training of teachers and students for proper utilization.

Need for Qualified Staff for Materials Centers

In Illinois *Standards for School Library Programs* are promoted, yet a parallel set of minimum standards at a lower level for accreditation and State aid purposes is also provided. A great many more trained people are needed in addition to the school librarians with or without materials center training. Approximately 4,000 school librarians would be needed to achieve the standards and, for this reason, the State program of inservice education for the school library as a materials center is offered to others besides school librarians. Library education provides the best available personnel to organize and administer the materials center, yet some changes in training are necessary to broaden the concept of the school library, to encourage additional students to become school librarians, and to encourage the return of trained school librarians into service in materials centers.

Problems of inadequacies of budgets, collections, and quarters are common to all States. Qualified school librarians concerned with printed materials only are in short supply in all States. When librarians of all types of materials are considered, the shortage of qualified staff is tremendous. Budgets, collections, and quarters of materials centers, however, will not increase until qualified staff is available to guide the program and advise the administrator concerning its requirements. In many instances, materials centers are in the process of development under the supervision of administrators, curriculum directors, audiovisual coordinators, school librarians, teachers, clerks, and students, regardless of training or experience. They are filling a void that needs to be filled with the best people available who have interest in instructional materials and some training potential.

In many schools, the school librarian may or may not be the one selected to coordinate or head the materials program, depending upon his interest, personality, and training. The administrator needs information on necessary qualifications of librarians of materials centers for the school board and the teaching staff. Today many situations exist where the administrator is providing the leadership and has the school board support to go ahead if qualified personnel were available to guide him, but neither he nor the school board are quite certain what to do. The qualified librarian could be of valuable assistance in filling the void, establishing the materials center, and progressing more rapidly towards the implementation of *Standards for School Library Programs.* The State department of education can contribute greatly to the provision of qualified school librarians of materials centers through its program of inservice education.

Basis for State Department of Education Programs of Inservice Education

Is there any authoritative support for a State department of education to conduct a program of inservice education for school librarians on the school library as a materials center? In the policy statement of the Council of Chief State School Officers, *Responsibilities of State Departments of Education for School Library Services,* we find this guiding principle: "The State department of education should foster the concept of the library as an integrated instructional materials center, including books, periodicals, audiovisual equipment and materials, and give guidance in recommending financing and staff necessary to develop this broadened concept."[1]

The North Central Association of College and Secondary Schools uses this criterion for accreditation of the member schools: "The library shall be organized as a resource center of instructional materials for the entire educational program. The number and kind of library and reference books, periodicals, newspapers, pamphlets, information files, audiovisual materials, and other learning aids shall be adequate for the number of pupils and the needs of instruction in all courses."[2] Further, we have the official statement of the American Association of School Librarians, *School Libraries As Instructional Materials Centers* quoted in *Standards for School Library Programs:*[3] "The American Association of School Librarians believes that the school library, in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a center for instructional materials. Instructional materials include books—the literature of children, young people and adults—other printed materials, films, recordings, and newer media developed to aid learning." There exists, therefore, strong authoritative support for the materials centers concept and for inservice programs of education for school librarians on the school library as a materials center.

Internal State Department Functions in Relation to Materials Centers

In the Illinois bulletin *Instructional Materials* is this definition: "The term 'Instructional Materials' . . . refers to a combination of audiovisual materials and printed matter to form a unified collection of all teaching resources."[4] According to this definition, a starting place for inservice education in the instructional materials concept might well be with the State school library supervisors. Is the State school library supervisor trained and experienced in all types of materials, whether print, audio, visual, newer media, media systems, programed instruction, or ETV? Obviously no one can be an expert in all fields, but everyone can have a speaking knowledge of the educational problems involved in the use of various types of materials and the relationships between them. Obviously also, someone in the State department of education must assume the responsibility for information in this area. Should this be assumed by the State school library supervisor with the addition of staff with special training, or should a new department be established? In any case, an effort should be made to consolidate staff members concerned with materials into one department to facilitate closer coordination of effort. In Illinois, training and experience are required in all phases of the instructional materials area. Membership in national and State organizations concerned with the library, audiovisual and curriculum areas is necessary. The State supervisor of school libraries is represented at all meetings and serves on audiovisual committees.

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[1] Council of Chief State School Officers. *Responsibilities of State Departments of Education for School Library Services.* Washington: The Council, 1961. p. 7.

[2] North Central Association of Colleges and Secondary Schools. *Policies and Criteria for the Approval of Secondary Schools,* Chicago: The Association, p. 19.

[3] American Association of School Librarians. *Standards for School Library Programs.* Chicago: American Library Association, 1960. p. 11.

[4] Illinois Curriculum Program. *Instructional Materials.* Springfield, Ill.: Superintendent of Public Instruction, 1961, p. 7.

A qualified State school library supervisor indoctrinates the chief State school officer and his staff in the materials center approach. This is accomplished by memorandums, discussions in meetings and conferences, and by routing professional materials. A copy of *Standards for School Library Programs* is placed at the chief State school officer's desk, and references made to the standards whenever possible. When the superintendent refers in talks or conferences to the materials centers, he will be quoted time and time again. Radio tapes and slides for TV presentations with quotes from the superintendent are useful for publicity as, for example, during National Library Week.

It is good practice to provide the division heads and the others in the State department staff with copies of the standards and references to publicity about the standards in various magazines. During staff discussions and meetings, opportunities should be found to insert the materials center concept. State department staff members are often in contact with administrators and school boards, and at times can use information on the materials concept provided for them. This fact is especially true of special consultants. For example, the NDEA Title III staff, who travel to schools checking on facilities before applications are accepted, can also check the library holdings in particular subject areas and inquire into the methods of administration of the materials in the school, reporting the findings to the supervisor of school libraries.

The content of State annual report forms must be changed to include items on the materials center. Queries on expenditures, collections, and organization for all types of materials will raise questions and discussion. For example, an inquiry concerning the existence of a union card catalog of all materials, with color banded cards to indicate nonprint materials in each school, delivers the message that such a catalog would be useful, and broadens the concepts of the school librarian completing the report. A check of statistics other than library data statistics gathered by the State department is useful to ascertain the nomenclature for materials used in the compilation of general school expenditures. Items pertaining to materials entered under budget accounts should be identified so that recovery and use of valuable statistics will be possible.

The Illinois Bulletin, *Instructional Materials*

To clarify the philosophy and the State department approach to the school library for administrators, teachers, and school librarians, and to provide a vehicle for discussions and meetings, the bulletin, *Instructional Materials*, has been developed under the Illinois Curriculum Program. It starts with a point of view on materials, including the simple definition already quoted, and is followed by a discussion of the various types of materials: Printed materials, two and three dimensional materials, audio materials, projected materials, transmitting media, community resources, and materials produced in the school. A discussion of better organization and utilization of instructional materials follows, and the concluding section discusses instructional materials services of the future. (Programed instruction, reading pacers, and other devices were not covered; these omissions, however, do not mean that these materials are not considered a part of the instructional materials area.)

The bulletin is the basis of our discussions, presentations, institutes, and meetings on materials, although not all of the instructional materials necessarily are discussed at each gathering. Obviously one person cannot utilize all the ideas mentioned, but he can select one idea related to materials for at least one new approach. The bulletin suggests a starting point only for the development of the instructional materials concept, without any attempt to provide complete information, detailed examples, or instructions. The bibliographies in the appendixes are rather detailed and lead to other more intensive presentations of particular materials or techniques.

Inservice Programs and Activities on the Materials Center

The materials center concept has been promoted—through the *Instructional Materials* bulletin, demonstrations, and exhibits—at many State-level meetings and workshops. In addition, the State department cooperated with the School Library Development Project in establishing a cooperative multi-school materials center, and with the School Library Standards committee in a survey of existing examples of materials centers for visitation by interested administrators and school librarians.

On the regional basis similar activities, such as the following, took place: presentations of the bulletin to the 10 county bloc organizations of the State; the regional school board association meetings; the regional Illinois Education Association divisional meetings; the regional associations of school librarians; regional teacher-librarian groups; suburban audiovisual groups; regional student librarian groups; regional leadership meeting held by the Illinois Curriculum Program; regional workshops of administrative groups; regional meetings of school library resource people. In addition, audiovisual materials were exhibited at the annual book exhibits.

Many of these presentations were straight discussions of the instructional materials bulletin and its content. Others involved one- and two-man demonstration teams with materials and equipment. An example of one of the workshops developed on the demonstration center technique might be useful. The workshop was planned for a group of 100 to 600 participants to continue at least 6 hours. With the cooperation of the State department, the local administrator and the planning committee determined the number of demonstrations and the number of demonstration periods needed within the framework of the location and audience participating. A general session was planned to present an overview of the materials center and at which the demonstrators were introduced. For a group of 300 people, about 12 demonstrations were scheduled on, for example: cataloging and processing, book selection, bulletin board materials, overhead projected materials, filmstrips, tapes, controlled reading, films, language laboratories, programed instruction, vocational guidance, and new books. Four successive demonstrations were given and the attending librarians and teachers chose to attend any 4 of the 12 demonstrations presented. Time was allowed for discussion and browsing through the materials exhibited. A general session was held for critique and summary at the end of the day. To present the demonstrations and provide exhibits, cooperation of university people, school librarians, teachers, and commercial exhibitors was effected and coordinated by the State department consultant.

In addition to the types of activities described thus far, the State consultant encouraged many school librarians to discuss the materials center in small group discussions with administrators and PTA groups, as well as at teachers' meetings. The State consultant promoted the materials center concept with every visit made in response to a call for consultant service.

State Department Cooperation with Higher Education Institutions

The State department cooperated with institutions of higher education for training on the materials center concept. The State superintendent appointed a committee representing all the teacher training institutions to advise him on matters relative to instructional materials, including school libraries. (The two State consultants on instructional materials are members of this committee.) Universities in cooperation with the State department held several meetings at university locations for school library and audiovisual instructors and deans of education to discuss the competencies necessary for materials center personnel.

Representatives of teacher training institutions were invited by the State department to a meeting to discuss the changes in teacher certification. As a result of previous conferences, the professional education requirements for teacher education had been changed to include a course in instructional materials and a course in the teaching of reading, and these requirements were adopted by the certification board. These provisions were intended to insure some training in these areas for all future teachers, at all levels. The meeting was held to discuss the implementation of these changes.

State instructional materials consultants visited with deans of higher education institutions and library science departments to discuss ways and means of including the materials center concept in programs of professional study for school librarians. One school is considering an undergraduate major in instructional materials, and other schools are revising their course requirements and course content to include more time for the materials center concept.

The State department has cooperated with teacher training institutions in promoting short courses of study on materials to encourage additional training of these school librarians who will not devote a full summer to study. The summer course may be of 1, 2, or 3 weeks in length, with credit equivalent to time spent. Saturday workshops and 1-day institutes have been offered in these institutions in the area of instructional materials. Television courses in audiovisual education are available for credit. School librarians have been notified of the availability of these courses, and those with deficiencies in training have been urged to attend.

An experiment is presently underway, co-sponsored by the State department and a university, for a combination extension course and materials center development. School librarians enrolled in this instructional materials course will not only attend class but will also be able to develop their local centers with consultant help providing visits and cooperative planning. Thus, continuous assistance in this region for an extended time will be available to school librarians in developing materials centers.

Conclusion

Changes are developing so rapidly that what we say today may be outdated tomorrow. Most of us gathered here probably know of individual listening stations, individual filmstrip viewers, reading pacers, and new reproduction facilities for overhead transparencies, but I am certain that many of the school librarians throughout the country do not. Tomorrow we may be asked to classify scrambled books, programed instruction, cartridges of 8 mm. silent or sound film, or video tapes, and make these available for individual use under an organized system of circulation, whether or not we may be operating under the Trump Plan or a system of larger consolidated schools as recommended by Dr. James Conant.

The community, the school board, the administrator, and the teacher must be alerted to the vast potential that exists in an excellent materials center. Someone recently said that we have failed to develop to fullest capacity one of the greatest natural resources left in this country—the youth. With excellent materials centers administered by well-trained and well-qualified staffs of school librarians, I believe we can contribute greatly to the realization of the potential of all youth.

School System Programs of Inservice Education on the School Library as a Materials Center

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IN SERVICE EDUCATION PROGRAMS planned for librarians on the "grass roots" or school system level offer opportunities for specific training experiences. These experiences are frequently designed for the beginning professional worker and for the person administering an instructional materials center as a one-man operation. These inservice programs involve two different kinds of leadership. If there is a school library supervisor in the system, he must assume responsibility for creating a recognition of the need for inservice experiences; if there is no supervisor, the responsibility rests with the director of instruction, the curriculum director, or some other administrator at the system or State level. In most instances the individual school librarian is comparable to a general medical practitioner and should have specialists to whom he can turn for consultation and assistance.

Newer trends in education have intensified the use of all communication media and have brought more sharply into focus the concept of the school library as an instructional materials center. As one writer recently said, no consistent viewpoint has emerged on what a materials center is or should be, but audiovisualists and librarians have come a long way toward the development of common goals. The 1956 official statement of the American Association of School Librarians, *School Libraries as Instructional Materials Centers*, and the provisions in the 1960 publication, *Standards for School Library Programs*,[1] to implement this philosophy of service challenge local school systems to broaden their pattern of materials services and to undertake inservice education programs in step with the ever-changing multimedia approach to teaching and learning.

Survey of School System Inservice Programs on the Materials Center

To learn how school systems are meeting this challenge of a changing concept of school library service, I sought help from a group of professional associates by sending out a brief questionnaire to 53 city or county school library supervisors in different parts of the United States. (I pause here to express appreciation to the nearly 80 percent who took time from busy schedules to send me the requested information.) The questions asked in this sampling called for descriptions of inservice programs for school librarians in administering the school library as an instructional materials center; examples of other successful inservice programs for teachers or librarians in library organization and usage; and a listing of inservice activities or programs which would be helpful in organizing and expanding school libraries into instructional materials centers. I do not present the results of this survey as a valid sampling but as interesting examples of trends in the development of instructional materials centers through inservice education programs for school librarians. Responses to the questionnaire revealed differences of opinion concerning the concept of the library as the instructional materials center, and they revealed evident variations in the stages of development of the library as an instructional materials center.

Two systems reported that formal inservice education programs for librarians are no longer necessary because the accepted pattern is the organization of the library as a materials center. Laboratory sessions in the use of new equipment, demonstrations, and discussions sufficiently orient new library staff members in these systems. Four systems reporting from one State indicated that their school libraries are administered as materials centers, that many inservice education activities have worked effectively, and that others are being planned. Several supervisors stated that no plans are being made for inservice education programs in this area because the library quarters in their schools are not constructed so as to serve as materials centers, or because a separate department is responsible for all nonbook materials. A large number of the supervisors replying to the questionnaire evidenced great interest in inservice programs. They pointed up the fact that many of their inservice activities are integrated with regular library staff meetings and workshops, gave examples of specific activities which they have undertaken, and expressed the need for assistance in planning other types of inservice experiences. Many of the respondents emphasized the need for inservice programs in the selection, use, and evaluation of multimedia materials in which teachers and librarians are involved together. Specific examples of some of the activities described by supervisors responding to the questionnaire illustrate inservice techniques that are working effectively. The examples given below of various types of inservice programs are quoted exactly or in essence from answers to the questionnaires.

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[1] American Association of School Librarians. *Standards for School Library Programs*. Chicago: American Library Association, 1960.

Regularly Scheduled Inservice Meetings

Regularly scheduled inservice meetings with librarians offer opportunities to examine and interpret the concept of the library as an instructional materials center. These are some descriptions of such meetings:

> An afternoon meeting was held for junior and senior high school librarians centering around the policies and procedures necessary for a library serving as a materials center. The librarians were provided with a working paper outlining administrative patterns, which needed particular attention, and giving references to recent professional literature. They were asked to reevaluate all policies, procedures, and/or rules, keeping in mind the enlarged program of the library as it attempts to serve teachers and pupils in a variety of ways with many media. This led to plans for a librarian's handbook for use in a materials center. Time allowed for this meeting was too brief to accomplish desired results.

Another system reported:

> We have used the materials center as a theme for all inservice meetings. These are scheduled for one-half day each month. We have had meetings of each group, elementary and secondary, with the department of facilities to discuss the physical needs for a materials center and to interpret the building program. Each group has had meetings with the curriculum department to discuss changes in curriculum at various grade levels and the book and nonbook materials needed to implement these changes. We have had a half-day session for elementary librarians in the central audiovisual center to familiarize them with the resources available, to provide an introduction to equipment, and to preview some films.

Still another system reported:

> Each year several regularly scheduled library staff meetings are planned around the selection, organization, and use of nonbook materials available in local school libraries or in the central materials department. At one meeting this year the music consultant and the physical education director demonstrated and discussed the correlation of recordings with books and other materials in classroom units of work. At another session the director of audiovisual education displayed and demonstrated new audiovisual equipment and cross-media social studies kits. During our spring meeting a committee of librarians projected several new Weston Woods storytelling filmstrips with their recordings.

Demonstrations of New Equipment and Devices

Demonstrations of new equipment and devices increase interest in and acceptance of newer instructional systems. One county school library supervisor told of planning with the system curriculum director as follows:

> We arranged to use one of the preschool planning days to show what new equipment and materials are on the market. All teachers and librarians in the county were invited. We included five areas—the use of the tape recorder for teaching, different types of transparencies for the overhead projector, the use of two types of copying machines, exhibits of several kinds of record players, and displays of general items such as new screens, and previewers. It sounds like a commerical display but it was more than that; the companies really make it an educational demonstration with no "selling" pressures.

Another city school system reported that it is planning a demonstration conference on new instructional media for teachers and librarians modeled on one sponsored earlier in the year by the State education agency. The demonstrations will be in different subject areas utilizing a variety of instructional devices and materials, including teaching machines and programed learning, portable language laboratory equipment, overhead projectors, the oscilloscopes, tape recorders, television, filmstrip and motion picture projectors, flash cards, flannel boards, and models.

University Extension and Off-Campus Courses

Inservice activities frequently reported were university extension and off-campus courses which teachers and librarians take to satisfy system inservice study requirements.

A county school library supervisor described an interesting variation of this type of inservice program in this way:

> Our recent venture in helping librarians and teachers to make better use of audiovisual materials is a course being taught through our adult education division. This is a noncredit, 12-hour course, taught one night a week for 6 weeks. Groups of teachers and librarians from one school or several schools make a request for a class and it is taught in their school, using their equipment. The group must have a minimum of 25 participants, and any class is limited to a maximum of 40. The course is taught by a team of eight of our own teachers and librarians, using a workshop approach. These team members are paid for their work through the adult education division and there is no charge to the participants. Thus far we have had three groups take this course and have many requests for future classes.

Professional Meetings and Conferences

Professional meetings and conferences were cited as worthwhile inservice experiences. One supervisor illustrated this technique by reporting that 18 high school librarians were sent to a conference on "Audiovisual Services and the School Library" held at Columbia University in 1961. In a local preschool meeting this group gave a report of the conference to all the school librarians in the system.

Cooperative Inservice Programs of Instructional Supervisors

To show how supervisors in different departments can work through subcommittees to improve the materials program, one supervisor gave the following description.

> For several years the school librarians who serve as teaching materials center coordinators in their respective schools have attempted to solve some of the problems relating to the center which, under the direction of a supervisor, provides services in the area of audiovisual education to all schools in our county. A standing committee was appointed from the school library group to meet with the supervisor of libraries, the supervisor of the teaching materials center, and the assistant superintendent in charge of instruction to discuss suggestions which had been received from the librarian and teachers of the various schools, to plan for improving interrelated services, and to formulate specific and long-range recommendations. As a result of these meetings a program of action was agreed upon, was approved by the administrators, and was presented to the librarians for approval in one of their inservice meetings. Immediate goals called for the appointment of a professional librarian to serve in the central teaching materials center, for the purchase of duplicating equipment for this center, for the gradual decentralization of the filmstrip and recordings collection, for a formula to use in purchasing additional audiovisual equipment for local schools, and for the preparation of bibliographies of films, filmstrips and recordings by a group of librarians. All concerned feel that his committee activity has resulted in a deeper concern and an insight regarding the role of the school librarian in the instructional materials program.

Action Research

In one school system a 3-year program of action research, which began with a concern for the library in the instructional program, has provided inservice study opportunities for administrators, supervisors, teachers, and librarians. The school library supervisor states, "The concept of the library as a materials center was, of course, considered as a part of this study; and perhaps the acceptance of this concept grew through this study, although the purpose of the study was not that of inservice education of the library as a materials center.

> Our superintendent, assistant superintendents, and general supervisors assisted our librarians in developing a philosophy of library service. Types of services given and types of services which should be given were studied. Teachers were surveyed as to the services they used and the services they desired. Their replies were tabulated.
>
> Although it seemed likely that more materials, equipment, and personnel were required to undertake the needed services, tangible proof was necessary. A study of the annual statistical reports for the preceding five years was undertaken. Enrollments, holdings, volumes per pupil, per pupil expenditures, per pupil circulation, average per pupil attendance were all charted.
>
> A job analysis showed the time that the librarians put on nonlibrary activities, clerical activities, and professional activities. This study of services was the last phase. It proved to be a very profitable inservice activity

> **for our librarians. It gave us background information, helped us see where we stood, and where we needed to go. The involvement of teachers helped us to see how much interpretation we need to do. Now we are engaged in the development of a bulletin to help us interpret to teachers the library services we are prepared to give.**

Areas of Study Needing Inservice Programs

All of the foregoing types of inservice education programs were included by one or more of the respondents to the questionnaire as activities which would help to meet recognized needs of librarians in the administration of the school library as a materials center. Many other areas for study were listed. One concern, which was repeatedly expressed, was how to adapt existing library quarters to meet the needs of new educational programs in which emphasis is placed on independent study, different size class groups, flexible schedules, and learning resources centers. Dr. J. Lloyd Trump who in his stimulating book, *Focus on Change*, has alerted us to the need for these facilities, recommends that: "most schools will work gradually toward the changes suggested in the report, and that desirable school spaces can be achieved gradually, through remodeling on a piecemeal basis."[2] Closely related to this concern was the expressed need for advice and guidance in planning new library quarters which are designed sufficiently flexible and imaginative to meet the demands of rapidly changing educational trends. These inservice study experiences should be planned and implemented cooperatively by the administrators, supervisors, teachers, librarians and community leaders in any school system as the system explores the essential requirements for its "schools of the future."

School systems, involved in broadening the functions and services of their libraries to embrace all types of instructional materials and media, recognize the urgency of initiating several inservice education programs for administrators, librarians, and teachers already on the job. Determining which shall be undertaken first is like deciding "which comes first—the egg or the chicken." Several of the library supervisors participating in the survey described some of these needed programs. One supervisor commented: "We need to spend time helping some of our librarians become more flexible in their handling of nonbook materials. Our more recently trained librarians and those who were teachers and have taken recent library training seem to more easily operate their libraries as materials centers."

Other supervisors suggested the need for inservice education programs to gain a wider knowledge of selection sources for nonbook materials; the need for more study on the evaluation of materials and on the media suitable to achieve desired results; the need for continued study of and practice in using newer types of equipment by both teachers and librarians; the need to plan demonstrations for all school personnel in the use of cross-media materials in classroom units of study; the need to organize workshops in which librarians would develop policies and procedures for coordinating the ordering, organizing, housing, and circulating of all types of materials; and finally the need to provide for planned visitation to other school libraries which are serving as real instructional materials centers.

One of the most important programs of inservice education on administering the school library as a materials center which was pointed up by most of the participants in the survey was that of involving administrators, supervisors, teachers, and librarians in a study of the functions of an instructional materials center; in a study of the professional and clerical staff needed to administer this center; and in a study of the funds, equipment, materials, and quarters necessary to support this type of service.

Obstacles to the Acceptance of the Materials Center Concept

Several obstacles which stand in the way of the acceptance of the materials center concept should be emphasized because they can limit the effectiveness of inservice education programs in this area.

The librarian who is solely responsible for the administration of the library, or the one who has an inadequate staff may resist any additional responsibilities. National statistics show that this type of administration applies to the majority of schools over the country.

The emphasis on the operation of machines has created a "hardware image" in the area of audiovisual programs rather than one of selection, organization, and use of projected materials for the improvement of instruction.

The selection and evaluation of nonbook materials is more time consuming and inconvenient than that of print materials. Reliable selection aids which give critical evaluations of nonbook materials are limited. It is difficult always to have available the necessary equipment for auditioning recordings and for previewing films and filmstrips. It is almost impossible to have an opportunity to preview television programs.

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[2] J. Lloyd Trump and Dorsey Baynham, *Focus on Change—Guide to Better Schools*. Chicago: Rand McNally, 1961. p. 121.

In a world of specialization it is hard to find leadership capable of understanding and working with all media of communication. We are in danger of suggesting that our directors of instructional materials centers be jacks-of-all-trades. Albert Goldberg and Richard Darling, writing in a recent issue of *Audio-Visual Instruction*, expressed it this way.

> It is easy enough to suggest that our teacher education institutions provide us with the kind of leadership we need. Let us educate directors of instructional materials who can be jacks-of-all-trades in the world of instructional materials. They can plan curriculums that will give us the men we need. All that is required, surely, is to add a few more courses, cross-list a few others, provide the whole with an attractive title, and our problems will be solved . . . a little library science, some training in the operation of projectors, a trace of courses in radio and television production—there we have the makings of an instructional materials specialist, an educational jack-of-all-trades.[3]

Without careful preplanning many school systems have jumped on the "band wagon" to keep abreast of the newer educational developments and are committed to an improved program of instruction without being committed to providing all of the personnel, materials, space, and equipment needed for such a program.

A final obstacle for inservice education in this area or any other area may be a resistance to such programs because of the time involved.

Inservice Programs for Untrained Personnel

The foregoing inservice programs have involved trained or semi-trained librarians. There is also the need for such programs for untrained personnel attempting to set up libraries, particularly in elementary schools. Regardless of the extent of the organization of materials in these schools, it is very important that from the beginning the library be identified as the materials center and that nonbook materials receive the same consideration in terms of organization and circulation procedures as print materials. Probably inservice experiences should be planned as "across-the-board" selection, organization, and use of all types of materials rather than being geared only toward the newer media.

Guidelines for Inservice Programs

Administrators interested in providing inservice education for their librarians in the administration of the school library as a materials center must recognize that any good inservice education program has certain definite guidelines or characteristics:

- The program must grow out of problems that are significant to teachers, librarians, supervisors, and principals.
- The concerned persons must be involved in planning the inservice activities.
- Clear and specific goals must be set up and kept in focus.
- There must be opportunities for all concerned to share effective techniques that are learned and materials that are located.
- Necessary resources, materials, and consultants must be made available.
- Any program must start where the group is and go as far as possible.
- Each person must have a vital part in making the program successful.
- There must be evaluation of progress and re-examination of needs at regular intervals.

Summary

These guidelines are evident in the examples of inservice education programs which have been described. For emphasis, the types of inservice programs which have been pointed up as necessary include regularly scheduled inservice staff meetings, demonstrations of techniques and equipment, extension and off-campus courses, planned visitations, workshops, exhibits, professional meetings and conferences, cooperative departmental studies, consultative assistance, and action research. These guidelines also point up the necessity for including administrators, nonlibrary specialists, and teachers, as well as librarians in many of the programs. Whether there is a library supervisor to stimulate these programs, or whether a director of curriculum or some other administrative head assumes this responsibility, these inservice education experiences are a vital need.

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[3] Albert L. Goldberg and Richard L. Darling, "Is the Instructional Materials Center the Answer? *Audiovisual Instruction*. 6:5, May 1961, p. 194–5.

These programs show that progress has been made in the quantity and quality of inservice activities concerned with developing school libraries into instructional materials centers; and they show that realistic planning provides inservice experiences which emphasize the multimedia approach to teaching and learning generally accepted in modern education. As programs of inservice education for school librarians are logically organized and intelligently expanded, the affected librarians will be challenged to work continuously toward excellence in providing students and teachers with the instructional resources, guidance, and services which are a fundamental part of the "school of the future."

Preservice Education of Teachers in the Selection and Use of All Types of Instructional Materials with Implications for the School Library

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WHEN I WAS invited to speak to this conference, I was asked to focus my remarks on the topic, "Preservice Education of Teachers in the Use of the School Library as a Materials Center." My immediate response to this invitation was to say that, if I were to undertake this assignment, the first thing I would probably do in my presentation would be to change the topic. This I now wish to do. The topic I have chosen to discuss with you is "Preservice Education of Teachers in the Selection and Use of All Types of Instructional Materials with Implications for the School Library." I trust my reason for this modification of topic is obvious. The one I was first asked to discuss suggests, at least for me, that the use of the school library as a materials center is an end in itself. As I see it, and I expect you agree, school libraries of all sorts, those that are materials centers as well as those that restrict their holdings and services to conventional forms of print, are but means to ends. We do not use libraries merely to be using them; we utilize their resources and services in order to achieve other objectives.

I am sure you also agree that the overarching objective in our use of school libraries is the education of children and youth. Without question it is of vital importance to the welfare of our Nation and to the well-being of each citizen that this education be as good and as effective as we can possibly make it. If we are to have high quality education appropriate to the times in which we live, teachers and pupils must make proper and effective use of a wide variety of materials and other resources. Clearly, this means that teachers must be motivated and prepared to use all tools of instruction; teachers and pupils must have access to and use widely all media of communication: print, graphic and pictorial representation, recorded auditory and visual images, and the like.

The motivation and preparation of teachers regarding the selection and use of instructional materials are dependent in large measure, particularly in the early years of their careers, on the character and quality of their preservice education. The availability of materials, the ease or difficulty with which they can be obtained, the nature and effectiveness of the guidance and service teachers and pupils are given in the selection and use of instructional materials are matters directly under the control of the school.

Therefore, I believe it logical for me to identify and discuss, first, the kinds of experiences teachers must have in their preservice education to become convinced of the significance of all types of materials in teaching and learning and to learn how to select and use all kinds of materials skillfully and effectively. After I have done this I will have a basis for describing the function of the instructional materials center in the preparation of teachers and for indicating the strategic importance of the center in the teacher education program. I think it will also be clear what must be done to make a school library into an instructional materials center.

Influence of Attitudes and Practices of College Instructors on Student Learning

In order to prepare teachers who are motivated and qualified to use all types of instructional materials, it is essential that those who teach teachers to teach *believe* it important for teachers to use all types of instructional materials in their teaching. No other single factor is more important. This belief must be genuine. It must be valued highly. Commitment to it must be sufficiently deep to influence behavior. It is not enough for the teacher educator to verbalize this belief; he must demonstrate his belief and the validity of his position by what he does when he teaches. He must use a variety of materials and methods, appropriately and effectively, with confidence and conviction, and consistently.

Actually, there is a great deal of truth in the old saying that teachers tend to teach as they were taught. For that reason it is imperative that instructors in teacher education institutions provide their students with good models of teaching. A college professor who relies exclusively on reading assignments and classroom lectures can hardly expect his students to depart very far from this pattern of instruction when they begin to teach. On the other hand, while there is no guarantee that the students of a professor who employs many different materials and a variety of classroom procedures will all become dynamic and successful teachers whose practices are characterized by the appropriate and skillful use of many types of materials and a range of interesting and effective procedures, they are much more likely to develop along these lines. Certainly, if a teacher education institution desires to produce teachers who use many types of materials and a variety of methods, it must provide its students with numerous examples of that sort of teacher behavior.

Not only is it important to provide these examples in methods courses and in other courses in professional education, it is equally important to provide them in courses in general education and in areas of academic specialization. Consistent demonstrations of good use of instructional materials must be evident throughout the entire college program. It is just as important for the professor of English literature to use films, television and radio programs, and recordings as it is for the psychology professor who teaches courses in human growth and development. Field trips, bulletin board displays, and photographic slides can be as useful in teaching economics as in helping students develop an understanding of classroom procedures; and in both instances the effective utilization of materials of these types can also be demonstrated. A prospective teacher of high school mathematics should have numerous opportunities to see his mathematics professor use diagrams, models, and animated drawings as well as textbooks. Desirably, professors in the academic fields should demonstrate in their teaching the proper use of materials and methods about which students study in general and special methods courses.

Since students usually teach the same subjects in elementary or secondary school they study in college, the teaching patterns of their college professors in these subject fields are especially influential in determining the materials and methods they employ as teachers. Consequently, it is probably true that the professors who teach courses in general education and in areas of students' academic specialization have the greater influence and, therefore, the greater responsibility for helping prospective teachers learn to use all types of materials. Fortunately perhaps, in some instances the same professor gives instruction in both content and methods. At least, such professors have excellent opportunities to help their students become acquainted with materials and to acquire skills and techniques best suited for teaching their subjects. They can do this both by precept and by example.

Essential Direct Experiences

While it is important that teachers of teachers regularly and consistently demonstrate best practices regarding materials utilization, this alone is not adequate to prepare teachers to use a wide range of materials and resources, and to use them insightfully, creatively, and effectively. Direct instruction in the selection and use of instructional materials is also vital.

The purposes of this instruction are multiple. Specifically, teachers must be made aware of the types of materials that are available or that can be made available for their use. They have to be taught what each can contribute to learning. They must become well acquainted with the particular advantages and disadvantages of each. They need to become knowledgeable about a vast array of materials of all types that are suited to the developmental and maturity levels of their prospective pupils and which will be useful in presenting subject matter and in developing the skills and attitudes they plan to teach.

Secondly, teachers need to learn where these materials can be obtained. They need to know sources. They should be introduced to sources that are available at local and regional levels as well as throughout the entire country. All principal sources from which teachers and school officials ordinarily obtain books, periodicals, Government publications, reference materials, films, disc and tape recordings, maps and globes should be well known to prospective teachers when they complete their preservice preparation. Furthermore, this instruction must be genuinely effective. It must put prospective teachers in command of these resources. A teacher who has but a vague idea of where he can obtain filmstrips for use in elementary science instruction is really no better off than the teacher who has no idea at all as to the sources of such materials. Until he knows sources and can use them, a teacher is not professionally competent.

Not only should prospective teachers be made cognizant of the sources of materials, they should also be taught the major sources of information about materials and should be helped to develop an understanding and appreciation of the purposes and values of this information. For example, prospective teachers should be taught where to obtain reviews of children's books, films and filmstrips, maps and globes, encyclopedias, and other materials. They should be helped to acquire the knowledge and experience needed to evaluate such reviews. They should learn how to keep informed of the release of new materials and how to keep abreast of research and experimentation in materials.

In addition to knowing where to find materials, teachers must be taught how to select them. Ability to evaluate materials is not a natural talent. It is a skill that is learned. It is the business of teacher-preparing institutions to teach their students how to do this. This means they must provide their students with many carefully planned and closely guided experiences in establishing criteria for judging materials and in applying these criteria to many specific materials.

Techniques for using various types of materials must also be taught. Successful and effective learning does not result automatically from the use of textbooks, encyclopedias, films, recordings, or any other types of instructional materials merely by doing what comes naturally. Even the educational values of a novel or a biography can be enhanced by a knowing and skillful teacher. Effective utilization techniques must be learned. It is the responsibility of teacher educators to see that their students acquire a firm foundation of basic understandings and skills in teaching with all types of materials.

Sooner or later every teacher encounters instructional tasks for which suitable materials are not available. In order to deal with these situations, teachers must either create their own materials or find someone to do so for them. Consequently, a comprehensive teacher education program in instructional materials will include instruction in simple techniques for duplicating verbal and graphic materials in opaque and transparent forms, making tape recordings, producing still and motion pictures, and preparing simple radio and television programs. Basic principles and techniques of programed instruction will also be given careful and systematic attention. As new developments in materials such as the systems approach to teaching and learning come into being and are recognized as valid and useful, provision will be made to inform preservice teachers of these developments and to prepare them to utilize new materials and devices in their teaching.

Despite the danger of creating expectations that may often lead to frustrations once they are on the job, students in preservice programs should be informed about the importance of organized collections of materials and the services various materials specialists can render to teachers and pupils in selecting and utilizing materials and other resources for teaching and learning. Yes, they should be made aware of the importance of *comprehensive instructional materials centers* in the development and implementation of modern programs of education. The possibilities of causing these students to become frustrated on the job lie, of course, in the fact that in many schools they will find collections of materials inadequate and materials services ineffectual or even nonexistent. However, there may be value in making large numbers of teachers frustrated about the lack of materials and materials services. Perhaps they will rise up and demand that they be provided with both. A militant group of teachers could make a difference. Even an expectant group might be a positive influence.

When prospective teachers are taught what they can obtain from a comprehensive instructional materials center, they should also be taught that their relationships with these centers are not to be one-way streets. Teachers have responsibilities too. They should make it a matter of first priority to find out what materials and services are provided by the centers with which they will be associated. They should become intimately acquainted with the policies and procedures of the center and operate within the framework set by them. As they become established faculty members, they should accept their responsibilities for reviewing policies and procedures and for making necessary changes in them and developing new ones. They should anticipate and be prepared to contribute to the work that must be done in evaluating and selecting materials that are to be added to the center's collections. They should realize the importance of sharing with other staff members, through the facilities and channels of the center, materials which they acquire or produce and which are created by their students.

I am not suggesting that a teacher need feel responsible for making his personal collection of 2- by 2-inch kodachromes taken in Italy during his sabbatical leave a part of the slide collection of the instructional materials center, but I am suggesting that a good case can be made for expecting a teacher to share through the center the tape recordings of student interviews with local government officials made during a field trip to city hall. I assume, of course, when I say this that the tape was provided by the school, that the recording was done by the teacher, the pupils, or a technician from the center staff, and that the content and quality of the recordings are such that they have genuine educational value. In a certain sense I think one could say that every teacher is on the staff of the materials center from which he and his pupils obtain materials and services. Such a view of the relationship of the teacher to the center and the center to the teacher will, I believe, tend to contribute not only to the building of a better and more useful center, but will also make for better and more enthusiastic use of the center, its facilities and services.

Organization of Direct Experience With Instructional Materials

While it is not too difficult to obtain agreement on what prospective teachers should be taught about the selection and use of instructional materials, it is much more difficult to obtain consensus as to how this instruction should be organized. This question is but a part of the larger problem of how to organize the whole of professional education. The kind and quantity of professional education teachers should have; where professional education should be placed in the curriculum of the teacher-preparing institution if, indeed, it has a place there at all; the relationship of professional education to the general education of teachers and to their preparation in content areas; and the relationship of preservice and inservice teacher education are highly controversial matters to which both professional educators and many interested laymen are giving much attention these days.

Accepting the position that an undergraduate teacher-education program does include professional education as well as general education and instruction in an academic area of specialization, let us consider the alternatives for organizing direct instruction in the selection and use of instructional materials. There are at least three principal procedures for organizing this instruction. One is to offer it in one or more separate courses. Another is to incorporate it into general and special methods courses. A similar but somewhat broader plan is to make it an integral part of a broad unified course for teaching all or practically all of professional education. This is what is often called an integrated block course.

As is usually the case, each of these organizational patterns has its particular advantages and disadvantages. The advantages of the special course are that instruction in the selection and use of materials is certain to get attention, instruction is more direct and comprehensive, and the persons who give instruction are more likely to be especially competent and interested in instructional materials.

A major disadvantage of the special course is that it is very difficult to relate it to other aspects of professional education. There are several reasons for this. One is simply a matter of timing. If it comes too early, students may not be able to see its significance. They are also likely to forget information they will need at a later time. If the special course is placed toward the end of the teacher education program, it may come too late to be of value in certain learning experiences such as student teaching. All of this makes it difficult to make instruction meaningful for the student. Consequently, instruction may become perfunctory and students are likely to regard the course as just another rather meaningless requirement that must be met. Student responses to audiovisual courses required for teacher certification give strong support to this contention.

To support special courses in instructional materials makes it difficult to oppose proposals that teacher education programs include special courses in many other areas in which teachers should be knowledgeable and competent. To accept such proposals is to agree to the development of teacher education curriculums composed of a host of brief and unrelated courses. Knowledge of how people learn as well as the practical experience of educators make clear that this is highly undesirable.

However, my fundamental objection to special courses in instructional materials grows out of my conviction that instructional materials and the problems and procedures regarding their selection and use need rather continuous attention. They do not get this when dealt with in special courses. Instructional materials are central in the teaching and learning process. No teaching objective, method, or problem can be fully and adequately considered without giving specific attention to materials. Special courses in materials have a place in teacher education, but the basic task of acquainting teachers with materials and teaching them how to select and use materials cannot be done in these courses alone.

This objection to the special course seems to me to be a principal argument for incorporating instruction in the evaluation, selection and use of materials into larger units of professional education, such as special or general methods courses or the even larger block courses in which human growth and development, learning theory, curriculum, and methods are treated as major parts of an integrated whole.

Other arguments for making direct instruction about materials a part of the total professional sequence are the converse of the disadvantages of special courses. The contention is that, if instruction related to materials and resources for teaching and learning is incorporated in the professional sequence, it is much easier to present it when it is logically most appropriate to do so and to relate it much more directly and meaningfully to topics such as curriculum planning, learner needs and interests, and the organization and management of learning activities.

The disadvantages of integrated instruction are likewise the converse of the advantage of the special materials courses. First, in the general or special methods courses as well as in integrated block courses, instruction in selection and use of materials, especially with reference to the newer or less conventional forms of teaching materials, is likely to be overlooked entirely, taken for granted, or given only casual attention. Second, specialists in instructional materials are not so likely to be giving the instruction; or if they are involved, they are not always available when needed. Third, since responsibility for dealing with instructional materials as well as with other facets of professional education usually rests primarily on the shoulders of instructors who are not specialists in any of the materials areas and whose competencies are almost always related most directly and rather exclusively to the textbook, attention given to instructional materials is, as one would expect, most always focused on and restricted to this type of instructional material. Naturally, instructors give prominence to that which they know best.

Obviously, none of these organizational patterns is wholly satisfactory. Additional study and experimentation regarding this problem are still needed. However, colleges and universities preparing teachers have to decide now what they will do and how.

As you know, the position of the American Association of School Librarians on this matter is stated explicitly in its publication, *Standards for School Library Programs*. In this publication, AASL maintains that, in order for teachers and school administrators to acquire the knowledge and understanding of materials and school libraries they need, directors of teacher education programs should:

1. Require the prospective teacher to take courses dealing with printed and audiovisual materials for children or young people.
2. Make certain that relevant material about and references to school library services, resources, and facilities are incorporated in courses in school administration, supervision, curriculum, instructional methods, guidance, and other areas.
3. Provide a comprehensive and functional collection of children's books, books for young people, films, filmstrips, recordings, textbooks, and other materials appropriate for youth.
4. Make arrangements so that the use of the services and resources of an excellent school library is a natural part of the prospective teacher's practice teaching.[1]

Since I accept the approach to teacher education that attempts to incorporate and interrelate all aspects of professional education in a unitary whole, I favor making instruction in the selection and use of instructional materials a part of the fundamental course in curriculum and methods. I would, in fact, prefer that it be an integral part of the integrated block program in professional education.

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[1] American Association of School Librarians. *Standards for School Library Programs*. Chicago: American Library Association, 1960. p. 68.

Admittedly, this is an ideal arrangement—ideal, perhaps, in two senses. First, it is the most functional organization and, therefore, the most desirable. Certainly, it is most consistent with our theory of how people learn. Second, it may be ideal in the sense that it represents a paragon that cannot be realized in actual practice. However, I believe this organizational pattern represents the goal toward which we should strive.

Actions To Ensure Effective Instruction in the Block Program

To make certain that instructional materials are given proper and adequate attention in the block program of professional education and to ensure the development of desired knowledges, skills, and understandings, it is essential for those responsible for the professional education of teachers to do the following:

1. *Make explicit that the preparation of teachers to select and use all types of instructional materials is a major purpose of the block program.* Not only must this objective appear among the stated purposes of the block program, it must be reflected in what is said and done; and the extent to which it is realized must be a basic criterion for evaluating student achievement and appraising the success of the program.
2. *Include in the syllabus for the block program specific plans for activities designed to enable students to learn about instructional materials and how to select and use them.* Illustratively, provision should be made for students to study the nature and effect of the mass media (instructional materials) in present-day American culture, to locate, assemble, and organize materials for teaching specific content, to observe demonstrations of appropriate and skillful use of various materials, to have guided experiences in the evaluation of materials, and to engage in direct study of materials and devices such as educational television and language laboratories.
3. *Provide students opportunities to practice the selection and use of instructional materials in real situations.* Not only should students have numerous opportunities to observe highly competent teachers as they select and use instructional materials, they should also have many opportunities to participate directly in these activities under guidance. Early and regular involvement in such activities throughout the total program of professional education is necessary. When students first begin to observe classroom practice, attention should be directed toward the role of materials in teaching and learning, the kinds of materials employed, and the way in which they are used. As students begin to take part in classroom activities, they should be involved in the evaluation and selection of materials. For example, a student who is just beginning to participate in classroom activities might undertake responsibility for helping a pupil committee to locate reference materials on a topic of study or to find pictures to illustrate a report or to tape record a report in the format of a radio program. Later, as students take on added responsibilities and eventually perform as student teachers, the selection and use of instructional materials must receive major attention.
4. *Appoint instructional materials specialists to the staff responsible for the block program.* The implementation of the program suggested in Nos. 2 and 3 above and the realization of purposes to which reference was made in No. 1 are directly dependent on the staff, their interests, and capabilities. The proper and successful preparation of teachers in the selection and utilization of materials in the block program requires a staff that includes instructional materials specialists of all kinds. Furthermore, these specialists must have co-equal status with other members of the staff. They must share fully the responsibility for planning the program as well as for outcomes. While economic considerations may prevent each staff member from attending every class session and participating in every class activity, the instructional materials specialists staff members, like all other members of the staff, must have close and rather continuous association with the block program and always be available when their special contributions are required.

   In addition to professional staff members who are specialists in instructional materials, an adequate number of appropriately trained personnel must be employed to perform the clerical and technical jobs involved in conducting an instructional materials program.
5. *Provide necessary materials, equipment, space, and facilities.* Materials cannot be studied in the abstract. To get to know materials, one must have direct contact with them. To learn how to judge materials, one must practice judging them. The same is true of use. One learns to use materials by using them. Consequently, students who are studying to be teachers need to have quick and easy access to a generous supply of materials of all types. They need to have at hand the equipment and facilities needed to use these materials. Adequate, appropriate space is essential. A full range of materials services must be provided.

   Desirably, a model instructional materials center should be established. It can perform two important functions. First, it can provide the materials, equipment, and services needed in the teacher education program. Second, it can demonstrate the sort of facility and types of services needed in developing an effective modern program of education. Not only is such a center needed in the teacher education institution, one is needed in the laboratory school (if not also served by the college center) and in each of the cooperating schools where students have field experiences and do practice teaching.

Since comprehensive instructional materials centers are not yet likely to exist in many cooperating schools, colleges should arrange to provide materials and services needed to enable the regular teachers to develop a desirable educational program and to make certain students have experience selecting and using all types of instructional materials and equipment in their student teaching.

6. *Provide adequate financial support.* To provide the materials, equipment, space, facilities, and personnel required to give prospective teachers proper preparation in the selection and use of instructional materials is not an inexpensive operation. Materials costs are high and they continue to rise. Salaries likewise are always a large item in every educational budget. Space and facilities require capital expenditures. Despite the size of present budgets for buildings, materials, and materials personnel, there is a serious shortage of each.

   Rare is the institution that has an adequate supply of instructional materials and a full complement of instructional materials personnel. All too often needed space and facilities are either nonexistent or woefully inadequate. Even now as many new buildings are being constructed, the space and the installations needed to utilize the full range of instructional materials, particularly the newer media, are not being properly provided. This is an especially serious matter since these buildings will be in use for many years to come. This problem needs immediate attention and prompt action on the part of everyone concerned about and responsible for teacher education. Furthermore, salaries for materials personnel tend to be on the low side. These facts make clear the need for greatly increased budgets for materials, materials personnel, space, and facilities. Not only is the present need for more money great, the development of materials programs along lines recommended in this paper and the future expansion of these programs to care for the anticipated larger enrollments in teacher-education institutions will result in a need for budgets of even much larger size.

While the extent of the need for increased financial support may concern certain educators as well as many laymen, it is not realistic to advocate instructional materials programs such as have been outlined here without facing up to the fact that they cost money. Neither is it realistic to think teachers can be properly prepared at present costs. America needs to reappraise its current support of teacher education as well as the support it is giving all other aspects of its total educational effort. If quality education is its desire, it must provide quality support. And this demand is not unreasonable or impractical. America continues to invest but a relatively small proportion of its national income in education. Its ability to finance the preparation of teachers as well as the education of children, youth, and adults far exceeds its present practice and, as the economy grows, this ability will increase. Generally speaking, we find the money for things we really want. The question is, "Do we really want the best possible preparation for our teachers?" If we do, we will find the money.

In summary, if teachers are to be prepared to select and use all kinds of instructional materials with a high degree of effectiveness, people responsible for their preparation, those who profess in content areas as well as those who teach methods courses, must be convinced that it is important for teachers to know and use all types of teaching and learning resources; they must demonstrate regularly and consistently in their teaching good use of materials; and direct instruction in selection and utilization procedures must be a regular and important part of the professional sequence in the teacher education curriculum.

Implications for School Libraries

As emphasized above, teachers and pupils must have quick and easy access to all types of materials if they are going to utilize these resources in their teaching and learning activities. They also need the advice and assistance of educators who are specialists in selecting and using all types of materials. In brief they need the resources and services of a *comprehensive instructional materials center.*

If school libraries are to undertake responsibility for supplying all types of materials and offering a complete array of materials services, the decision to do so and the action required to implement this decision must be based on a genuine conviction that this service is important. This conviction must be shared by all library personnel. New materials must be accepted as honest-to-goodness members of the family, not just as foster children. New services must be organized, made available, and performed with the same enthusiasm and at the same high level of efficiency and effectiveness as characterize the long-established functions of the school library.

As to other implications, common sense tells us that expansion and extension of any program are doomed to failure unless there is adequate provision for new materials and equipment, additional professional and technical personnel, enlarged space and extended facilities, and an increased budget. So in addition to a firm belief in the necessity of providing a broader range of materials and services, libraries must, if they wish to become comprehensive instructional materials centers, acquire appropriate and adequate collections of all types of materials. They must be sure there is added to the library staff sufficient numbers of professional, clerical, and technical personnel prepared to give leadership and services teachers must have in order to make effective use of the new materials. New facilities will be required. Undoubtedly, more space will be needed. Steps must be taken to see that these become realities. As to increased costs, it is certain they cannot be paid for out of existing library budgets which are almost always too small to support an adequate conventional school library program. Action must be taken to obtain budgetary increases that will cover increased costs.

These implications are, obviously, a repetition of what has already been outlined as necessary to make a teacher education program in instructional materials operate successfully, but since the goals and the problems are essentially the same at both levels of education, the repetition is quite in order.

In conclusion, allow me to reiterate my point regarding the significance of attitude and conviction. Even without some *things*, much can be accomplished by those who believe in their work and who are truly dedicated to their goals. On the other hand, materials and equipment do not by themselves make a program. Books that merely rest on shelves contribute nothing to learning. A film that is never taken from its container is no more effective. Programs are mainly people. It takes instructional materials people to create instructional materials centers and to make them function successfully. This fact is true whether a center is being built to serve a teacher education institution or is designed to serve elementary and secondary schools.

School administrators who recognize the importance of instructional materials centers, who are committed to the development of comprehensive instructional materials programs, who communicate their convictions and desires to teachers, their other professional colleagues, and patrons, and who encourage and support teachers' requests for all types of materials and who then hold them accountable for using these materials wisely are key people in the development of broader and more effective instructional materials programs. When they demand teachers who are truly motivated and prepared to use all types of materials, then the colleges will set to work seriously to prepare teachers who have these motivations and capabilities.

Inservice Education of Teachers in the Use of the School Library as a Materials Center

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I HAVE BEEN ASKED to develop briefly the topic, *Inservice Education of Teachers in the Use of the School Library as a Materials Center*. To set the record straight, I am not a specialist or expert in the field of inservice education nor am I a specialist or expert in school libraries. In fact, I am not a specialist or expert in anything. (Whenever I hear the term "expert," I think of the definition I heard some time ago—an expert is like the bottom of a double boiler; it puts off a lot of steam but doesn't know what's cooking. Maybe when I complete my remarks here today, you may associate me with that definition.)

Now that I have conveniently disassociated myself with all experts, permit me to indulge in a bit of "expertise." I would like to offer a definition of inservice education of teachers as it relates to our conference theme and particularly to my assigned area. My "expert" definition is simply this, that anything which is planned, developed, and implemented that causes a teacher to use more adequately and effectively the total potential resources of the library for the improvement of instruction is inservice education. Many of these comments relate specifically to this definition. Some elements of an ongoing inservice program are somewhat difficult to pin down or readily isolate and identify. Therefore, my presentation of what is happening in my school system is in the context of this definition.

Since I have identified what I am not, let me say what I am. I believe I am a person with tremendous enthusiasm concerning the potential role of a broad base of instructional materials in the total educational program of all those involved in the teaching-learning process. I strongly believe that we are witnessing today in the field of education a tremendous upheaval, a grass roots swell, if you will, of the value of a broad base of instructional materials to our many programs and levels of education.

Needs of Teachers for Knowledge of Materials

Never before have we witnessed the expressed needs of teachers for more instructional materials to serve better the instructional needs of pupils—more in quantity and, even more important, more of quality. It is true, though, that in your day-to-day operational experience, as in mine, too many classroom programs from a materials standpoint are basically what they were 10 or even 25 years ago. Yet we can all testify, I hope, to evidence from many classroom teachers which points to better planned and more effective materials usage. It has been my experience, in working with classroom teachers during the past several years, that in growing numbers teachers are becoming aware of the need for a more sophisticated approach to the selection of classroom instructional materials. Sophistication in the selection and use of instructional materials is not easy. With the vast range of quantity and quality, and the fact that there is literally something on everything, the mere task of sifting is in itself tedious, trying, time-consuming, and professionally difficult. The teacher may well accept the point of view that having the right material at the right time and in the right place is great but, from a practical operational standpoint, wonder when and how the work involved can be done. A teacher may not only lose perspective but can also be quickly and easily snowed under by the avalanche of available material unless adequate structuring of the total materials program is accomplished. It is *not* the primary responsibility of the teacher to effect all of the sophistication vital and necessary to an adequate, comprehensive instructional materials program. It is essential and basic, however, for the teacher to select what is best for that part of the program of instruction for which he has been delegated responsibility. This responsibility for materials selection is as inherent in the job of teaching as the fact that the teacher must accept and work with the children where they are—maybe one demands the other.

An Expanding County School System

Since each of us speaks in terms of his own experience, let me draw a verbal picture of the Montgomery County, Maryland, Public School system—contiguous to and north of the District of Columbia. Montgomery County has the reputation for being the "best educated county" in the United States. There are about 90,000 residents with college backgrounds and approximately 10,000 with some type of doctorate degree. The county offices of the school system are located in Rockville, about 25 miles northwest of Washington, D.C. The population is now approximately 358,000; in 1950 it was about 164,000. The public school pupil enrollment this year is more than 88,000; the projected enrollment for 1966, 110,000, whereas in 1948 when I joined the system, the enrollment was about 20,000. There are now 125 existing schools—98 elementary, 26 secondary, 1 junior college; there will be 9 new schools, 4 secondary and 5 elementary, to open for the school year 1962–63. More than 4,000 professional employees work for the school system. During the past 10 years, we have amalgamated 60,000 children and 3,000 teachers. The budget for this year, for both capital and operating funds, is approximately $53 million; next year it will be about $66 million. In the last 10 years 87 buildings have been constructed. During the past 4 years, a new classroom has opened each school day.

There is a school library in every elementary school, in all secondary schools, and in our junior college. There are 33 elementary librarians (obviously not enough to go around), 17 elementary library aides, 42 secondary librarians, 5 secondary library aides, 3 junior college librarians, 2 junior college library aides, one central office curriculum laboratory librarian along with 2 aides, and 2 specialists for the total library program—1 supervisor and 1 elementary library teacher specialist. During this current year, funds in the amount of about $300,000 have been made available to our schools for improvement of book collections. Our pupil growth is approximately 5,500 each year which necessitates an increase, adding in teacher turnover, of about 750 new classroom teachers each year. These figures mean that we need four new teachers every day just to stay even.

Obviously with almost 800 new and beginning teachers joining our system each and every year, there is a critical need for a comprehensive inservice program and most certainly for needs in addition to those relating to the materials center. With the influx of new teachers beginning in September and continuing throughout the school year, a continuous inservice program is vital to the professional growth of the system. Fortunately, our system has developed an effective office of inservice education. The inservice program opportunities include: a variety of off-campus courses developed in cooperation with local universities, an administrative-supervisory and teaching internship program, an extensive professional summer workshop program, a leadership training program for persons interested in administration and supervision, and an extensive during-the-year workshop program in areas expressed as "needs" by individual teachers as well as faculty groups.

The rapid and tremendous growth in resident and school population as well as in staff, and in just about everything related to our total program of education, has necessitated changes in program, in staff assignments, and in staff organization. Until this current school year, the staff responsibile for working with the total school library program numbered one—our library supervisor. Not until this year has it been possible to bring together several kinds of materials services into a single staff structure.

Organization of Instructional Materials

In August 1961, an organizational change was made at the central office staff level. A division of instructional materials was formed which brought together administratively, for the first time, the library program, the audiovisual program, the professional library and the elementary textbook program. A production section was added, also a processing center for library type materials, and the professional library was expanded to a curriculum laboratory. This organization has enabled a better, more meaningful and a more realistic approach to the problems of organizing an instructional materials program for the system.

The division of instructional materials, then, is composed of six sections: an instructional materials center, a processing center for library books and materials, a production section, a curriculum laboratory, an elementary textbook depository, and a field services or library section.

The instructional materials center handles the distribution of centrally inventoried materials to schools on a daily basis. It also provides a facility available to total staff for creating and developing visual and auditory aids to instruction. All personnel of the center are available on request to schools for instructional materials workshops and for aid in the evaluation and selection of materials and equipment.

The library supervisor and elementary library specialist, who work out of the field services section, are engaged frequently with teachers, librarians, principals, and supervisors in matters dealing directly and indirectly with instructional materials and the school library. Our specialists are from time to time requested to meet with area groups as well as individual faculties to discuss specifically the role of the library with instruction in the individual school. There is also considerable activity in this direction at the individual school level which is handled by individual school librarians.

As a junior high school principal, I was particularly interested in the library in each school in which I served. The very heart of the program of instruction seemed to center in and on the library. If the instructional program is thought of as an equilateral triangle, one side is the student; a second side, the teacher; and the third side, materials. How, then, can the school effectively structure the materials program in order to join forces with the teacher-student duo? This task is best accomplished by creating a broad, comprehensive materials organization which is brought together or incorporated into the school library.

In Montgomery County public schools, every effort is made to create a materials center in each individual school. Several schools in the system have for many years been operating an effective materials center or multimedia operational library program. We are now working *with* staff who are directly *involved* with instruction—teachers, librarians, supervisors—in order to develop the common base—the understanding, the appreciation, the feeling of thirst, if you will, in order to get away from the adage, "You can lead a horse to water. . . ."

Inservice Program on Instructional Materials

What are some of the things being done? First, the teacher, the supervisor, the principal—*all* must be brought in on the planning of any effort which affects instruction, as obviously this concept of the materials center should and does. A series of monthly meetings for librarians was planned; several were related to the library as a materials center. For example, one half-day session involved a panel discussion with several of our librarians serving as panel members and with Miss Dorothy McGinnis, Executive Secretary of the American Association of School Librarians of the American Library Association as guest panelist and summarizer.

All librarians and all principals of both Montgomery and Prince Georges County came together for an inservice-type meeting. Dr. J. Lloyd Trump, Associate Secretary, National Association of Secondary-School Principals, spoke on the topic, *Focus on Change—The School Library*, and Miss Margaret Nicholsen, Librarian, Evanston, Illinois, discussed her school library, a materials center. Many questions during this all-day session centered around "How can we make our library more effective in the total school instructional program?"

Our system is fortunate to have as part of staff operations an effective office of inservice education. This office plans with and develops for the total professional staff of the system inservice opportunities for which needs exist or demand is made. One of the after-school workshop-type inservice opportunities requests, which came from teachers as well as librarians, involved a multimedia approach to instruction. This request was not necessarily for a how-to-do-it workshop, but rather for an opportunity to learn more about more materials and how they can be used in instruction. The workshop meets once each week from 4 to 6 p.m. and is limited to about 20 people. Enrolled are 14 teachers, 5 librarians, and 3 administrators. The instructor of this workshop is a staff member of the division of instructional materials working out of the instructional materials center. This teacher specialist for instructional materials is engaged most of the time in conducting workshops in schools for faculty groups at their request. Workshops or presentations range from the simple use of some item of equipment or material through the effective utilization and integration of instructional materials in the classroom. Before going to any school, the teacher specialist confers with the principal, checks equipment and materials inventory, and talks with library personnel in the school regarding their materials program, in order to relate as effectively as possible to the actual situation as it exists in that particular school. To date there have been about 40 such school visits. Whenever possible, such sessions are conducted in the library of the school, and materials and equipment at hand are used for demonstration.

Workshops are also held and visits conducted to our instructional materials center located at the central office, as well as to our curriculum laboratory and the central processing center. These activities are carried out to show what services and facilities are available and what might be set up in individual schools to better serve teachers. We have conducted and worked with groups comprised of individual faculties, faculty departmental chairmen, elementary resource teachers and secondary resource teachers as well as supervisors and principals.

One important systemwide phase of the county program is the newly organized council on instruction. This top staff level council, comprised of the superintendent of schools, the assistant superintendent, and directors of instruction, is the policy group for instruction. Several subject area curriculum advisory committees have been formed this year to work with the council. The membership of these committees is selected from the professional staff, teachers, supervisors, and administrators, kindergarten through junior college. One of the responsibilities of each committee is to evaluate materials pertinent to its field of work. Several hundred staff members are involved in this advisory committee operation. In addition, each curriculum committee forms, as needed and with the cognizance of the council on instruction, ad hoc committees for the purposes of screening the vast quantities of materials related to the work of the parent committee. Obviously, this organizational structure brings many teachers in contact with a variety of instructional materials which should have an appreciable effect on classroom programing.

One project for implementation next year may be of interest. I defined inservice education, as it relates to our topic, as anything which causes the teacher to become more acutely aware of the comprehensiveness of instructional materials as well as bringing such material to bear in the classroom program. We all fully recognize that using the library necessitates visiting the library. As some librarians put it, "If I can just get them in!" A means of getting them in is now underway in our system. We have expressed concern about the need for materials sophistication and also a need for as much information as possible regarding materials being made available to the teacher. We are now converting our materials catalog, a mimeographed type which lists film titles, and other entries to a catalog card system, color-banded by type of material with descriptive and other pertinent information placed on each card. The catalog cards will not only better identify what materials are on central inventory available on loan to schools, but will also help stimulate the multimedia approach we need. The cards will be integrated with printed media cards which are now provided to schools through our central processing center. This method is another positive step toward creating a materials atmosphere conducive to better teacher selection of instructional materials.

As we look back, what principles of operation and organization proved important? These may be summarized:

1. Whatever is planned or whatever is done, an inservice program on materials must be considered in terms of its impact on and worth to the instructional program existing in and projected for the school system.
2. The status of the materials program must be evaluated—what exists, what is lacking, what are critical first needs.
3. Planning must be done in light of where the staff is at any given time. You must start where a particular group is.
4. Stay with the staff. By this I mean, don't be the leader who led to the point where, when he stopped one day to look around, he said, "Which way did they go?"

Structuring Library Education Curriculums for Preparing Librarians of Materials Center

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SOME DAY a noble monument should be erected in honor of the therapeutic values that library schools provide the library profession, for they have been favorite whipping boys of librarians for decades and have served as harmless, convenient outlets for venting professional disgruntlements of various kinds. It is a favorite professional pastime to find fault with library schools, and I [illegible] enjoyed this diversion myself. In view of the topic of this conference, library schools will probably be belabored again, since it requires no library-door-to-library-door canvassing to discover that library schools have been laggard in educating school librarians as instructional materials specialists and in preparing librarians in general with the skills and types of knowledge needed to work effectively with the newer media of communication. Laggard the schools may have been, but not unaware of the challenge and task at hand and not without efforts, frequently very commendable ones, to shape new programs of professional education for school librarians.

Need for Study and Review of Previous Research in Education for School Librarianship

Research, service studies, experimentations, and deliberations of the past—many of them undertaken by library schools, it should be noted—hold meaning for us when studied objectively and carefully, and they merit discussion and reevaluation. Such documents as Fargo's *Preparation for School Library Work,*[1] *Education for Librarianship*, edited by Berelson,[2] Appendix B in *The Core of Education for Librarianship*, edited by Asheim,[3] and Lieberman's *Audio-Visual Instruction in Library Education*[4] have never received from such groups as the one assembled here today the careful study, analysis, and discussion that they deserved. Too, major works dealing with the professional education of teachers have not been sufficiently analyzed for the implications they yield for the education of school librarians, or works dealing with professional education in general (in which category a significant publication has been recently released).[5]

One piece of research undertaken in this field is not widely known because of a lack of communication among ourselves. An elaborate and carefully planned study of education for library work with children and young people was officially launched in 1946 by the division of libraries for children and young people of the American Library Association, with responsibility delegated to a special committee under the chairmanship of the writer. The final recommendations were to be based on the findings of the following research studies: analysis and synthesis of the literature dealing with the subject of education for librarians working with children and young people; survey of existing programs for the preparation of librarians working with children and young people; survey of current certification practices and other requirements for librarians in these fields; objective investigations (including job analyses and evaluations of professional education by practicing librarians) to determine content for the general education, basic professional education, and graduate education of librarians preparing for the various specialized areas; study of the relation of professional education for librarians working with children and young people to professional education for other types of librarians; survey of current types of inservice training for librarians working with children and young adults, and formulation of recommended programs for such training; and determination of the content of the library and its resources that should be included in teacher-training programs. Within most of these categories, provision was made for separate study of children's work in public libraries, young adult work in public libraries, and school library work, with the last-named covering full-time librarians and teacher-librarians in all types of schools. It becomes apparent, with the most cursory of glances at the work-chart prepared for this ambitious enterprise that, almost 20 years ago, we were very much interested in and concerned about the same problems that occupy our attention today, including the incorporation of content about audio-visual materials and services.

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[1] Lucile F. Fargo, *Preparation for School Library Work.* New York: Columbia University Press, 1936.

[2] Bernard Berelson, ed., *Education for Librarianship.* Chicago: American Library Association, 1949.

[3] Lester Asheim, ed., *The Core of Education for Librarianship.* Chicago: American Library Association, 1954.

[4] Irving Lieberman, *Audio-Visual Instruction in Library Education.* New York: School of Library Service, Columbia University, 1955.

[5] National Society for the Study of Education, *Education for the Professions.* Sixty-first Yearbook. Part II. Chicago: The Society, 1962.

Most parts of this project suddenly became historical or obsolescent, or in other words "blew up," in 1947, the year when the great move began to change the fifth-year professional degree from the bachelor's to the master's, and work on them was therefore discontinued. Others, however, reached various stages of completion, including the assembling of information about inservice training programs by Sarah Jones and the collection of data by Mary Virginia Gaver, through a questionnaire study, of the ways in which selected classroom teachers used the school library's resources as part of the instructional program (from which implications were to be drawn about content to be incorporated in the professional education of teachers). Three parts of the project were undertaken and later finished as theses.[6] Two of the theses utilized tools and techniques quite similar to those in parts of the interview schedules employed in the important study currently being done by Alice Lohrer for the U.S. Office of Education and the American Association of School Librarians, and it will be interesting to compare results of the two investigations.

Many of the recommendations in the Ersted study were translated into action in the colleges of teacher education in Minnesota, after group discussion and planning of those most directly involved in that State in the question of the preparation of school librarians. These undergraduate programs, with some modifications, have been going on for many years, and are now in the process of being reevaluated. To the best of my knowledge, this is the nearest equivalent to an experimental project or feasibility study, based on the findings of research, that we have ever had in the field of professional education for school librarianship (although never tagged with those titles, to be sure), and we should be very much interested in its progress.

Still other examples of developments that remain relatively unexplored as fruitful topics for group discussion can be found in the various experiments and changes that have been going on in some library schools and departments of library science. We are going to hear two of these described at this meeting. Others have not been reported for a variety of reasons—a main one being a desire, on the part of those responsible, not to discuss matters too prematurely and before evaluations can be soundly made. For example, the School of Library Service of Columbia University made a major and quite unpublicized change in its program for school librarians over 6 years ago. Proposals for changes in this relatively new program have already been submitted for study and will be under consideration in the immediate future.

These examples, which undoubtedly could be multiplied, serve to illustrate the point that, in our concern with the ever-present future, we have not taken sufficient time to study carefully what we did and said for the futures of the past and to discuss in detail the implications for professional education. Failure to have done so will not keep us from ultimately reaching optimum goals, but it is quite probable that precious years of time have been lost in the process. I submit that, as a group, we could still discuss with profit these developments of the past, if we would take sufficient time, preparation, and thought, and that we need to discuss in depth many of the things we are currently doing and contemplating.

These meanderings represent the first two principles for the subject of this paper: (1) the development of professional education is guided by the experiences and philosophies of the past as well as by prognostications and demands for the future, and

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[6] George E. Butler, *State Certification Requirements for Librarians Working with Children and Young People in Schools and Public Libraries.* Master's Thesis. University of Chicago, 1953; Ruth M. Ersted, *The Education of School Librarians.* Master's Thesis. University of Chicago, 1951; Sara Innis Fenwick, *The Education of Librarians Working with Children in Public Libraries.* Master's Thesis. University of Chicago, 1951.

(2) research and experimentation provide evidence to guide the evolution of professional curriculums. The last-named are too rare and expensive in our field of endeavor to be passed over lightly, for in addition to providing clues and guidance of considerable worth they can prevent unnecessary tracing of already well-explored paths.

Major Aspects of Structuring Curriculums

Other points in structuring library education curriculums for school librarians as instructional materials specialists, or other pieces from my Meccano set, are briefly cited in the remainder of this paper. Since this important and complex subject cannot remotely be covered in the short time allotted me, I shall attempt no more than to note some additional points which represent only a few key principles, issues, and problems. Some of these I have recently spelled out elsewhere[7] and therefore shall not repeat these details here. In the discussion that follows, the term *school librarian* is used to mean the equivalent of *instructional materials specialist* (which it is) and the term *school library* to mean *instructional materials center* (which it is), not only because I still cling to these terms with devotion, but also because I can save at least 2 minutes of valuable time in presenting this discourse by using the shorter terms.

Structuring library education curriculums for preparing librarians of materials centers has two major aspects: describing the content and patterns of the curriculums and, equally significant, identifying the conditions in which these curriculums can best be presented and most quickly and effectively implemented. The former involves the processes of education and the latter is essentially administrative in nature. Examples of each follow.

Determining Content and Methods for Presenting Materials

Curriculums are developed in terms of appropriate content, obviously, and fortunately it was not part of this assignment to indicate what that content should be. We have variations of viewpoints on this subject and will continue to have them, until we have collected and assayed pragmatic and objective evidence, derived from experimentation and demonstration. We need to make some real decisions regarding curricular content and structure for librarians of materials centers, always bearing in mind that we are dealing with professional education presented in the environment of a university.

To prepare materials specialists for the schools places upon us the obligation to do more than we have in the past about including audiovisual materials and services in the curriculum.[8] I sincerely believe, and would be truly shocked to be proved to the contrary, that every library school teaches its school librarians about the school library as an instructional materials center and about the importance of using audiovisual materials in the library no matter what the administrative arrangement for audiovisual materials may be—in short, the idea and philosophy of the school library and school librarian as instructional materials center and specialist. To say otherwise is to say that the national school library standards[9] are not presented in these library schools, and this statement I would refute. To be sure, some schools undoubtedly place more emphasis on this subject than others. Most library schools, however, have not sufficiently supported the teaching of these ideas and philosophies with demonstrations, analyses, and evaluations involving the use of audiovisual materials, and it is here that much needs to be done and also experimented with—not only with the presentation and use of audiovisual media and materials, but also in relation to methods for teaching these subjects. For example, is a cross-media approach always the best approach in basic or introductory materials courses?

In our concern to incorporate audiovisual materials into the library school curriculum, we have sometimes overlooked the even more important fact that we have not treated printed materials for children and young adults as adequately as we should. In this day and age, when a whole semester's three-credit course could be given to the subject of printed materials for elementary-age children in the field of science alone, we can gauge the inadequacy of currently presented courses that attempt to cover all areas of imaginative and nonfiction writing for children in one or two or even three courses. The explosion in printed materials for children and also in the range of materials from which books for young adults are to be selected has made it more important than ever that school librarians obtain in their professional preparation a sound understanding of the principles of selection, the criteria for evaluating materials, the sources of information about materials, and a familiarity with an extensive array of materials. Specialization in the field will make possible a better realization of these objectives.

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[7] Frances Henne, "Toward Excellence in School Library Programs," *New Definitions of School-Library Service*, Chicago: University of Chicago, 1960, p. 84–87. "Commentary on a Shavian Conundrum." *Journal of Education for Librarianship*, 2 (Spring, 1962), p. 191–197.

[8] Implications for this part of the curriculum were noted throughout the 3-day conference on *Audio-Visual Materials and the School Library Program*, sponsored by the School of Library Service and Teachers College, Columbia University in 1961. (Proceedings in process of publication.)

[9] American Association of School Librarians, *Standards for School Library Programs*. Chicago: American Library Association, 1960.

Another area needing more attention than is now found embraces content dealing with instructional and educational materials for teachers and also the general field of textbooks and programed aids.

Necessity for Integrating Professional Preparation of School Librarians and Teachers

Despite the diversity of opinion about and the variety of practice to be found in the professional preparation of teachers, the education of school librarians is an integral part of this area and is more closely aligned to it than to professional education for librarians in general.

Several instances of close relationships and mutual arrangements between fifth-year library schools and schools of education can be found today—at Columbia, Chicago, Illinois, Michigan, Queens College, and Western Reserve, for example—but generally these are not closely interwoven programs. A joint responsibility, authoritatively established, with curriculums planned, developed, and sponsored by the two agencies would seem to hold the most promise for preparing librarians of materials centers to meet the needs of the schools today. (Many undergraduate programs of library science are, of course, located in or sponsored jointly with departments of education.)

Such an arrangement, among many other advantages, provides some immediate benefits: (a) the knowledge and guidance of leaders in the field of professional education for teachers can be utilized in structuring the curriculum for school librarians; (b) in many situations, curricular content about audiovisual materials and services can be appropriately aligned and fused with that dealing with printed materials and general library services, and the limitations now existing in separate training programs for school librarians and for audiovisual specialists can be removed; (c) effective planning can be made for incorporating material about the school library and its resources in the professional preparation of teachers, school administrators, and curriculum specialists; and (d) arrangements can be assured for incorporating courses needed by the school librarian in reading, curriculum, and related areas. The close association and the frequent participation in the same classes of teachers, administrators, curriculum specialists, and school librarians are also highly advantageous.

Provision for Essential Specialization

Analogous to the preparation of teachers, the curriculums for school librarians must provide for essential specialization. It would seem that, in the topic assigned to me, the term curriculums has a significant and subtle connotation in the use of the plural form, and I interpret this to mean that the plural does not refer to library schools' curriculums collectively, but to curriculums for school librarians within a library school. To this interpretation I would subscribe.

The kinds of specialization "needed by the school librarian is determined by the characteristics of the social institution of which his library is a fundamental and essential part—the school, its objectives and curriculum; by the users of his library—teachers, students, and frequently parents; and by the materials and services essential for the users of his library. The school librarian is thus a specialist in terms of the education of youth, the characteristics of youth, instructional methods (procedures, principles, and philosophy), and printed and audiovisual materials for youth."[10] These elements constitute what might be awkwardly termed a general specialization, and they must be refined still further by means of providing separate, specialized programs for elementary, junior high, and senior high school librarians, and for the many other specializations that are now to be found in the school library field. The diversity and quantity of the printed and audiovisual materials available today and the many developments and changes in curriculums and instructional procedures for educating children and young adults make it impossible for any umbrella curriculum in library schools to cover, or for any single library school student to absorb, essential content needed on all school levels—elementary, junior high, and senior high school.

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[10] *Journal of Education for Librarianship*, op. cit., p. 195.

Providing for specialization entails decisions that determine the relationship of professional education for school librarians to librarians in other fields. It is generally agreed that the special field of librarianship has a "core" for its professional education, but today it is generally agreed, as it was a decade or so ago, that the core is the same for all librarians. Instead, each field may well have its own unique core. Of the common core that prevails in most library schools today, certainly reference, bibliography, and communications courses fall within the areas needed by school librarians.

Considerations Relating to General Education, the Undergraduate Minor, Fifth- and Sixth-Year and Doctoral Programs

The program consists of these parts in span of time (what goes where and for whom intended would require hours of time for description and also for speculation): a general education; an undergraduate minor in librarianship; a fifth year which completes the basic professional education; a terminal sixth year for many school librarians; and for some, additional work leading to the doctorate.

Although a general education has not been precisely defined in the annals of the literature dealing with professional education, it generally refers to liberal arts courses, even though these may frequently be just a cluster of miscellaneous packages haphazardly collected by the student. It is generally conceded that the undergraduate program of students planning to enter fifth-year library schools must have at least three-fourths of the courses falling in the general education or liberal arts areas. A certain leeway thus evolves for the prospective school librarian to take some work in his professional fields—library science and education, which are usually not classified as general or liberal in nature. Although the writer is as eager as most to have students have the benefit of well-planned, basic undergraduate programs of the kind we stipulate, it does seem a rather dreary commentary on our professional courses when we insist that they do not contribute to general education and that their inclusion in undergraduate programs eats away and detracts from a broad, general education. Many, if not most, library school courses, when well taught and well constructed, very definitely do contribute to general education.

The undergraduate minor in school librarianship, as Florrinell Francis Morton has pointed out, is here to stay; and, in addition to hundreds of such programs established in colleges and universities throughout the country, over half of the library schools, as Mrs. Morton also noted, have undergraduate programs of their own.[11]

A relatively new objective in structuring library education curriculums for school librarians as well as for other librarians is the movement toward a 6-year program, instead of 5, as an optimum professional education sequence for many, perhaps most, librarians. This trend, of course, is comparable to a similar development in the professional preparation of teachers. This terminal sixth year of a planned, sequential program may lead to a certificate or, depending on the mores of the parent university, may have no accompanying paper award. Speculation about the desirability of awarding a new degree at the end of this year has been entertained but not formally decided upon. Pittsburgh, Peabody, Columbia, and undoubtedly other schools have such programs underway. Since entrance into these programs usually requires the student to have had successful experience in working in a library, a weakness keenly felt by library educators regarding fifth-year terminal programs will be removed—those inadequacies engendered by having to choose between omitting some important content desirable for most librarians or attempting to discuss major problems that need to be illumined by actual experience in the field before having much meaning for the student. In one sense, this sixth-year program will do some things that the old master's degree used to do and that have been solely missed in professional education.

For school librarians, the sixth-year program holds rich promise. Whether all school librarians will ultimately need this sixth year is somewhat difficult to predict, inasmuch as we can never be fully aware of all the requirements of professional preparation until school libraries reach standards for size of staff. As pointed out in the national standards, it is quite conceivable that some staff positions, where the size of staff is large, may not require as much professional preparation as other staff positions.[12] If this premise holds true for a fifth-year program pattern, it undoubtedly will hold true for a sixth-year program. In fact, the school library of the future, meeting requirements for size of staff and having a relatively large staff, may have positions for three grades of preparation: undergraduate minor, fifth year, and sixth year or more. Today, it would seem desirable for as many school librarians as possible to consider the sixth-year program. Many, of course, are now embarked upon education beyond the fifth-year level because of professional interest and also because of the advantages accruing to them from the classification and pay schedules of the school systems to which they belong.[13]

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[11] Presented in a talk given at the 1962 mid-winter meeting of the Association of American Library Schools in Chicago.

[12] American Association of School Librarians, op. cit., p. 60.

Needless to say, this program should not be a haphazard collection of courses, but should be planned to allow for specializations. For many types of specialized positions, particularly those in the fields of supervision, materials production, and direction of centralized technical processing, the sixth-year program becomes almost mandatory, since special preparation for these activities cannot be done realistically before this time under other than most unusual circumstances. The sixth year also allows for further specialization in the bibliography and literature of selected subject areas, for selecting courses in other parts of the university, and for advanced work in many aspects of education and librarianship. With the school librarian doing some of the most vigorous reference work going on in libraries (due to the curiosities of youth, the nature of the school curriculum, the varying reading and learning abilities of students, the continuing move toward "toughening" the instructional program, and the high school of today becoming practically the equivalent of the college of other years) school librarians require courses of advanced reference.

The need for able people with doctor's degrees is acute in the school library field today and will become increasingly so, and it is to be hoped that qualified candidates will elect the doctoral program rather than terminate their professional education with the sixth year. This phase of professional education for school librarians requires careful discussion and planning, and it is rather ironic that we have not spent, even remotely, as much time in the past discussing this topic as we have expended on undergraduate education.

Qualifications of Faculty and Standards for Programs in School Librarianship

The curriculums for school librarians require a faculty having the personal and professional qualifications essential for their successful performance. The lack of such staff can ruin any program of education, no matter how well planned it may be. Again, we have a problem that deserves as much attention and discussion as any phase of the curriculum. It includes not only the teaching qualifications of the staff, but also size of staff, salary (particularly in relation to salaries of librarians in the field) and status, clerical assistance available, research assistance available, and general facilities available for faculty members. (There are some very real reasons why more research is not done in library schools—lack of time, funds, and research assistance being among the most realistic causes.) These matters, of course, pertain to library school faculties in general, not just to personnel specializing in school librarianship. Indeed, it would seem that inquiries into these topics and the establishment of quantitative as well as qualitative standards for library schools would be the most important single task confronting library schools today.

If school libraries need quantitative and qualitative standards, so do library schools; and, not unnaturally, it would seem to me that these are particularly needed in the areas of library work with children and young adults where the subject coverage is nothing short of enormous and the teaching preparations are extensive. Much of what we say about specialization in the education of school librarians applies also to library school faculty members teaching in the field of library work with children and young adults. We must talk in terms of areas rather than of area, here, too. It would seem that in the graduate library school, no matter how small the enrollment, there could profitably be a minimum of three full-time faculty members having separate specializations in this particular teaching field. As the size of enrollment of the library school increases in these special areas, so should this minimum of three be increased. The levels of instruction covered by a school—undergraduate, graduate, and work beyond the fifth year—might also affect the number of faculty members, as would any provision for extension courses or field services.

Opportunities should be provided faculty members for further professional study, for travel to and observation in schools and libraries with new developments and outstanding programs, and for attendance at professional meetings.

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[13] At least one State, Georgia, has formulated criteria for approved sixth-year programs for school librarians.

Resources and Facilities for the Professional Education of School Librarians

The curriculums for the professional education of school librarians must have adequate resources and facilities available: (a) the tools of librarianship, i.e., the library of the library school; (b) a demonstration materials center (not a school library) that includes trade and text books for children and young adults, audiovisual materials, and curricular or instructional aids for teachers; and (c) tools for newer media for use in the library school classroom, such as programed aids and audiovisual materials. The library school should also have access to one or more demonstration school libraries, with excellent school library programs, where prospective school librarians, without experience, could do carefully planned and supervised practice or laboratory work.

Provision for Continuing Professional Education of School Librarians

The curriculums must provide for the ongoing, continuing professional education of school librarians. This may take the form of the sixth-year program or the doctoral program, both of which have already been discussed, and it may include workshops, special courses, institutes, and conferences. One objective of library school instruction is to impress upon the student that no education—general, liberal, professional, or whatever—is completed when formal schooling is over, and that it is both essential and stimulating for librarians to continue a self-directed education, particularly in areas of general knowledge and cultural experiences.

Need for Flexibility in Library School Curriculums

The curriculums are planned to present instruction about the standards and services of the present, and they also include content that recognizes trends and change. Even as school librarianship itself may and undoubtedly will change, so must professional curriculums change. New tools and techniques for teaching in library schools may also effect change in the near future. Library school curriculums are therefore flexible.

Knowledge obtained, on a widespread scale, from the experiences of schools having full complements of staff in their libraries may lead to changes in patterns of professional education. Not only levels of positions may be involved, but also more important factors that will operate unquestionably in secondary schools, and conceivably also in lower schools, to the effect that each librarian on the staff will become some kind of subject specialist, e.g., in social science, and an excellent staff will have all areas covered by its staff. The idea that some day, with sufficient staff size, the junior or senior high school librarian might teach one class (again with representation among the staff members in the different branches of learning) merits consideration and ultimately experimentation.

There are many other variables now operating in social and educational schemes that may cause some changes in school libraries (without minimizing in any way the importance of the library programs in the individual schools) and hence in the content and plan of professional education. For example, when we achieve our goals about the inclusion of some content dealing with library resources, services, and materials in the preservice preparation of teachers, who become the materials specialists in the schools? With the development of materials centers, local, regional, and national, who become the selectors of materials? With the development of bibliographic apparatus involving electronic, televising, and other devices, who does the major bibliographic and reference work for the school libraries? With the rapid growth in the number of school library supervisors and coordinators, and their central offices, what changes will take place in patterns of school librarianship? Already the movement toward centralized technical processing for school libraries has taken on such proportions that we know directors of these services require more specialization than they now tend to receive in their professional education, and that librarians in the schools need far less than they now tend to get in courses dealing with technical processing. For the latter group, one special course in cataloging and related processing for school librarians (now given in at least one library school) may provide the answer.

The important articles by Mae Graham, Sara Fenwick, and Elizabeth Williams are filled with implications for professional preparation of school librarians, as is indeed this whole series of articles, edited by Schick.[14]

Importance of Freedom for the University To Develop Appropriate Content in the Education of School Librarians

The curriculums must be developed in terms of academic and intellectual content appropriate for the college or university level, and they must be constructed freely on a basis that is not restricted by limitations imposed by agencies without the college or university. As long as professional (or technical or vocational) education is offered by the university, it must be assumed that the university has the best knowledge for developing programs offered within its framework to meet its philosophy and objectives. This premise does not outrule the responsibilities of the profession involved for establishing and maintaining standards for professional education, and it does not abrogate the rights and usefulness of certification procedures in States and in local school systems. But neither the profession nor certification agencies should hinder the university from making progress or from changing the curriculum in form and content to provide the best possible professional education for current needs. One of the most discouraging situations possible arises, both for students and faculty members, when a library school improves its program for school librarians, makes highly desirable changes, and then finds students and the program stymied by archaic and inflexible certification requirements.

The whole area of certification for school librarians is in need of careful ventilation and reevaluation, not only in terms of certification dealing with school librarianship directly but also in relation to the general teaching certificate that we tend to require of school librarians. It would no longer seem desirable that the same undergraduate education courses for general teacher certification continue to be stipulated for school librarians. Instead, the required courses in education should be more functionally useful for librarians and geared to meet the needs of the particular level (i.e., elementary, junior, or senior high school) in which they are planning to work.

Criteria for the Selection of Library School Students

As stated or implied in many of the preceding principles, the library education curriculums have content and methodology that contribute to the intellectual and professional growth of students, that do not waste their time, that sharpen their critical powers (constructive ones) and that develop their evaluative abilities. To this end, library school students are selected carefully; not on some rarefied, elite basis, but on measures that assume personal, cultural, and intellectual qualifications that will dignify and enliven the profession and maintain the high standards that we attribute to librarianship as both a social and intellectual force in this country.

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[14] Frank Leopold Schick, ed., *The Future of Library Service: Demographic Aspects and Implications.* Urbana: University of Illinois, Graduate School of Library Service, 1962.

An Overview of
Two Library Education Programs

The Library Education Program of San Jose State College

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IT IS INDEED a rich opportunity to be able to participate with you in this exciting new adventure in the field of American education. A conference of this kind certainly evidences the fact that American educators are attempting to keep pace with the fast-changing scene in our present-day society. Almost daily the mass communication media speak of our overabundance and the problems that come along with it. Not only do we face growing stockpiles in agriculture, in industry, and in population—those of us in education also face the task of assimilating the overwhelming quantities of communication materials that are coming from the presses, the recorders, and the cameras in all parts of the world. I am sure that Merganthaler in developing his linotype, and Edison in discovering the possibility of recorded sound, and Eastman in perfecting a film that would not explode, and Lee DeForest in his experimentation with the vacuum tube never quite realized what a tremendous impact their efforts were going to have on the teachers and students who are today being engulfed in the tremendous tidal wave of communication material.

These mighty developments have prompted American educators to take a new look at the long-established traditional curriculum patterns. No longer is the curriculum determined solely by the textbook, with only a few people concerned—primarily the authors of the text and teachers who merely repeated what was written in the text. We thought we had made great progress when we engaged the curriculum specialist to prepare courses of study to be handed down to the teacher—courses of study including the use of some supplementary books and perhaps a stuffed animal or a few flat pictures.

We realize now that those were meager efforts. Today the four walls of the classroom can no longer hold the increased number of boys and girls along with the resources that good teachers should have available to meet the individualized needs of their students and to fit them into an ever-enlarging world community, which it appears may be a multiworld community before too long.

All of us here realize we haven't made the progress we know should have been made in providing the teacher and her students with all the avenues of modern communication. Evidence of our lack of progress is revealed by studies which show that some of the Nation's high schools and nearly 66 percent of its elementary schools do not have building level library services.

The California Program in Instructional Materials Services

I have no recent statistics to indicate how California rates in relation to this nationwide situation. Regardless of where we fall in the statistics, we have made strides in establishing instructional materials services during the past 15 years. I would like to trace briefly some of the developments that have taken place. You often hear seasoned politicians expounding the virtues of grassroot movements—the need to work from the precinct level up. In California the development of curriculum materials services has tended to grow from the "top down" rather than from the "bottom up." I am really not in a position to say which is the better approach. It seems to me that it matters little as long as we strive to achieve our objectives of giving every teacher the opportunity of providing the best kind of education for her students.

Top-level development in California came in 1947 when the legislature established the County School Service Fund which recognized the need for staffs and facilities for providing audiovisual services, library and supplementary book services, professional libraries for teachers, along with services for guidance, supervision, health, and speech correction. The statute requires that every school district which has an average daily attendance of more than 900 be required either to supply its own staff and facilities for each of these services or else to contract for them with the county school office.

As a result of the County Service Fund legislation, a majority of the county school offices in the State have set up county-level instructional materials centers. The scope of service and the type of operation varies greatly, depending largely upon the character of the county to be served. There is great variation in the counties, in California, such extremes as Los Angeles County with its millions of people, to Alpine County in the Sierras that has only one or two schools and sometimes fewer than 10 pupils.

In most counties, however, a center has been established, usually in the county seat, to provide combined audiovisual and library service to the contracting schools. Funds for these county instructional materials centers come from the State and from the districts on a contract basis. It has been these county centers that have set the pattern for programs established in individual schools as they grew to the point where they found that setting up their own school or district center was more economical than contracting with the county. As individual schools develop their own services, they often provide only book service and continue to contract for audiovisual services with the county. In these situations, however, the school librarian usually serves as the coordinating agent between the teachers of the school and the county center.

The County Service Fund legislation stipulated that in establishing a county instructional materials center a credentialed librarian had to be employed. (Incidentally, this is the only place in the California Code where the hiring of a credentialed librarian is required. In all other school situations the legislation is permissive—"a credentialed librarian *may* be hired.")

With fully trained librarians in charge, the county centers have been set up in a professional manner, and many have developed into excellent examples of how the "unity of materials" approach can be carried out effectively. The leadership at the county level has done much to promote the establishment of similar operations in school districts or individual schools.

Most of the IMC development below the county level has come in the elementary school districts. At the present time there are many more elementary district centers than those found in secondary, junior college, or college operations. Some of the unified (kindergarten through 12 grades) school districts have now begun to establish centers, as well as some in large individual high schools.

Another recent State level development that is giving added impetus to the combined materials approach has been our victory in securing a State school library consultant. When this position was finally established 2 years ago, the new library consultant was placed on an equal status with the audiovisual consultants who had been part of the picture for some years. The library and audiovisual consultants work out of the bureau of audiovisual and library education. As you can see, we have not been able to overcome the feeling that the separate audiovisual and library identity must be maintained. I have hopes that sometime in the near future the bureau's title can be shortened to bureau of instructional materials, or something similar. Really, the title of the bureau is not that important; the vital thing that counts is the close cooperation of the people in the bureau working for a common purpose.

There are many fine librarians and many outstanding audiovisual experts in California, as in many other parts of the country, who still feel very strongly about losing their identity. A close friend of mine, a strong audiovisual specialist, tells me that to him IMC means "Ineffective Muddled Conditions." I think he is only "kidding"—I hope so. Whenever I find a strongly book-oriented student who is expressing concern about assuming a more broadened role, I suggest he read the excerpt from Louis Shores' editorial in the March 22, 1958, issue of *Saturday Review*:

> Librarianship has never been and is not now basically a profession of formats. We have always prided ourselves on our mission of conservation and dissemination of the world's best ideas. In various ages we have carried on our work with clay tablet, with papyrus roll, with illuminated manuscript, with printed book, with pressed disc, with celluloid film. Each new format has been resisted by some fine old bibliophile. Listen to this from Vespassiano's life of the illustrious fifteenth-century Italian Duke, Frederigo of Urbino:

> "In his library all the books are superlatively good, and written with the pen, and had there been one printed volume it would have been ashamed in such company." Of which of us librarians shall it be written some centuries hence that we were ashamed to have good books in the library unless they were printed?
>
> Books are books in whatever quantity or quality, in whatever order or format.

We make every possible effort in our program to train school librarians who will go into the school programs of California, whether it be into the county level positions or into the district or individual school, to have the "unity of materials" point of view. We realize that in large operations audiovisual and library specialists are needed, but we hope that even if the student has a favorite area of interest he will approach his job with the understanding that regardless of the format all materials of instructions are needed for the teacher to do her most effective teaching. This is the philosophy upon which our program at San Jose is predicated. We feel we have designed the courses in our program flexibly enough to provide our graduates with experiences that can be adapted to any type of IMC position, large or small; whether it be in an individual school, the district, or the county; whether it be a single agency or a combination of coordinated services offered to teachers and students through the library, the audiovisual department, the duplicating service, the textbook room, or the photographic services.

The New California Credential Program

During the past year we have been doing a considerable amount of re-planning in our program at San Jose. The reorganization of our program has come primarily as a result of legislation passed by the 1961 session of the California Legislature which completely revamped the long-established teacher credentialing system in the State.

For many years the program for credentialing California teachers grew in a piecemeal manner—a credential being developed whenever pressures from a specialized group were sufficient. By 1960 the number of credentials that could be earned by California teachers totaled between 50 and 60. Included in this great mass was a Special Credential in Librarianship. As you can well imagine a credential program made up of more than half a hundred different types was almost impossible for the State department of education to administer. As a result, various types of credentialing reorganization were presented to the 1961 legislature. All during last year's session one of the principal topics of discussion among California educators was the proposed credential bills. In the closing days of the session, agreement was finally reached on a new structure that provides for only 5 basic credentials—certainly a drastic reduction from the 50 previously issued. The basic pattern in the new licensing of certificated personnel law which has become known by Californians as the Fischer Act, or Senate Bill No. 57, provides for five types of credentials.

1. *Standard Teaching Credential*, with specialization in (a) elementary teaching, (b) secondary teaching, and (c) junior college teaching.
2. *Standard Designated Subjects Teaching Credential*, with specialization in vocational trade and technical teaching.
3. *Standard Designated Services Credential*, with specialization in (a) pupil personnel services and (b) health services.
4. *Standard Supervision Credential*
5. *Standard Administration Credential*

The California Credential for School Librarianship

Below is shown the grade level and special interest areas included in the three parts of the Standard Teaching Credential:

Elementary teaching (five years of training)
  (a) Academic or diversified major.
  (b) Academic minor or specialization in librarianship or special education.

Secondary teaching (five years of training)
  (a) Academic major.
  (b) Academic minor or specialization in librarianship or special education.

Junior college teaching (five years of training and master's degree)
  (a) Academic major.
  (b) Academic minor or specialization in librarianship or special education.

As you see, librarianship has been included as an area of specialization within each of the three types of standard teaching credentials. The majority of school librarians, as well as the official professional organization of the State for school librarians, have gone on record in favor of the place librarianship has received in the new credential structure.

At San Jose we feel we are fortunate to have been included in the Standard Teaching Credential category. We believe it was a victory to have school librarians designated as teachers, since it is necessary for every librarian to be a good teacher also if she is successfully to carry forth the kind of materials program needed in a modern school. We try to accomplish this objective by insisting that librarianship candidates take the same basic education course sequence as those students preparing to be teachers.

Since the passage of the new licensure bill last summer, the State department of education and all the professional education organizations of the State have been working on the second phase of the credential structure. Even though we are still not certain what some of the final decisions will be, some points such as minimum unit requirements for the various credentials and specialization are fairly well determined. The new law will become effective July 1, 1963.

Revised Program of Library Education Based on the New Credential Program

On the basis of the current developments as far as minimum units requirements are concerned, and since the colleges and universities can require more course work than the minimum designated by the licensure law, plans for revising our program to fit the new credential pattern have been developed. Some changes may be necessary before we implement this program in the fall of 1963.

As shown in table 1, the contemplated program provides for 45 semester units of general education, broken down in almost the standard college pattern: 9 units in natural sciences; 9 in social sciences; 9 in literature, philosophy, and arts; 6 in oral and written communication; 3 in psychology; 4 in health and physical education; and 5 units of electives.

The program also provides for 13 units of elective courses patterned for students who indicate school librarianship as their objective when they enroll as freshmen. Within the 13 units, all librarianship candidates take the library orientation course labeled Use of Books and Libraries. This course, an elective open to all college students, is designed primarily to acquaint students with the organization and operation of the college library. We have been attempting for some time to convince the various departments on campus for the need to require this course in their programs. At the present time only one other department in addition to librarianship, the police school, requires this library orientation

Table 1.—Semester units of librarianship program at San Jose College, under new credential structure, by year and semester

Year	Semester	Units					
		General education	Electives	Academic major	Professional education	Librarianship	Total
	TOTAL	**45**	**13**	**45**	**24**	**27**	**154**
1st	Fall	10½	[1] 1	4			15½
	Spring	9½		6			15½
2d	Fall	8½	[2] 1	6			15½
	Spring	10½		5			15½
3d	Fall	3	[3] 4	9			16
	Spring	3	[3] 5	7	1		16
4th	Fall		[4] 2	5	4	6	15
	Spring			3	4	6	15
5th	Fall				5	10	15
	Spring				[5] 10	5	15

[1] *Use of Books and Libraries*, 1 semester unit, required in program of librarianship.

[2] *Use of Library Materials*, 1 semester unit, recommended in program of librarianship.

[3] *Children's Literature*, 3 semester units, required in program of librarianship. *Storytelling*, 2 semester units, recommended in program of librarianship.

[4] *Production of Instructional Materials*, 2 semester units, recommended in program of librarianship.

[5] Includes 8 semester units of Library Field Work and Practice Teaching.

NOTE.—Eleven additional units needed for an M.A.

course. However, about 700 students are reached each year since approximately 350 elect to take this course each semester. This number is still a very small percentage of the over 18,000 students on the campus. Each semester 9 or 10 sections of the class are offered. We are now working with the audiovisual department's closed-circuit television staff on plans for more efficient utilization of faculty teaching time. We are also attempting to find some method of avoiding the repetition of the same material by instructors who have to teach as many as four sections of the course. We hope to solve some scheduling problems which presently are holding up the teaching of this course by closed-circuit television.

Students can also elect a followup course, called Use of Library Materials, offered by the librarianship department. Almost every year several students are recruited into librarianship as a result of these orientation courses.

During the junior year each librarianship major is required to take a course in children's literature offered in the English department. Through the course requirements for librarianship students, a cooperative program is developed that involves half a dozen departments of the college, including the English department, the speech and drama departments, the journalism department, and the education departments. The courses taken by librarianship students in these areas are correlated to meet the objectives set up by the librarianship faculty. Close liaison is maintained with instructors assigned to the courses taken by librarianship candidates; in fact, some members of the librarianship faculty hold joint appointments in these departments. Several other courses are also recommended to those students who have not elected to take a foreign language, such as Storytelling, for those who plan on elementary level library work, Production of Instructional Materials, Press and the Public, and others.

The student must also complete an academic major, and in our program 45 units must be devoted to this major. Once again the credential legislation specified the areas that are considered academic, these being the subject matter areas normally taught in the public schools, such as biological science, classical language (Latin and Greek), conservation sciences, earth science, engineering, fine arts, jurisprudence, language arts, life science, mathematics, modern foreign language, physical science, social science, and theatre arts. Students who choose to concentrate on elementary school levels can develop a diversified major, which would include courses in

Table 2.—Course sequence in education and librarianship for librarianship program at San Jose College by year, semester, and semester unit

Program	Year	Semester	Education courses	Units	Librarianship courses	Units
Bachelor's degree	3d	Spring	A/V Equipment Operation	1		
	4th	Fall	American School System	2	School Library Administration	3
			Materials Preparation	2	Technical process	3
		Spring	The Learner	4	Basic Reference Materials	3
					Book Selection for Children and Young Adults	3
Completion of credential	5th	Fall	Curriculum and Methods	3	Library and School Relationships	3
					Selection of Special Materials	3
			Administration of Materials Centers	2	Processing of Special Materials	2
					Elective	2
		Spring	Seminar in Curriculum Materials	2	Reference and Bibliography	3
					Elective	2
			Practice Teaching	4		
			Library Field Work	4		
Total				24		27
Master's degree [1]	Postgraduate					30

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[1] Of the total of 30 hours needed for the master's degree, a thesis is required, for 2 units of credit; and 6 units of electives may be taken from the following courses, each of which is 2 units: Book selection for adults, Government publications, advanced cataloging, library instruction, seminar in library administrative problems, history of books and libraries, American magazines, programing for self-instruction, radio and television for teachers.

several of the academic fields, with at least 18 units concentrated in one area. Our program also provides for 24 units of work in education and 27 units in librarianship. The specific courses required in these two areas are outlined in table 2.

The courses listed in table 2 are those which make up the professional sequence for our materials center candidates. The classes are all taught by members of either the education or librarianship faculties with close coordination by the head of the department of librarianship.

We have been able to recruit and hold a staff that has training and experience in instructional materials. Three members of the librarianship faculty have advanced degrees in both librarianship and audiovisual education. Two of these professors have come to the staff after heading up school level materials programs. In the education departments four staff members have held positions in, or have directed, instructional materials centers. In addition, nine members of the education division hold doctorates in audiovisual education. It is from this staff that we draw the instructors who teach the courses.

In the fall semester senior year the student takes a course in Materials Preparation, which includes such basic graphic techniques as mounting, lettering, and ozalid transparency-making. Students may elect a second course on production which moves into photographic processes such as making of filmstrips, 16 mm. and 8 mm. films.

In the senior year, fall semester, the basic course in School Library Administration is given. This is geared primarily to the operation of the materials program at the building level, such as would be found in the average elementary, high school, or junior high. During the graduate year a course, Administration of Materials Centers, covers the operational characteristics of the district and county level center, including selection policies, budget, and personnel.

The basic technical services course is also planned for the senior year. A basic introduction to Dewey classification and cataloging techniques centered primarily on printed material is given in the fall. Adaptations are then made to nonbook materials in a second two-unit course called Processing of Special Materials offered later in the sequence.

The Library and School Relationships class includes a unit on teaching use of the library, developing a basic outline of instruction, teaching technique, and examination of available teaching material. This course is correlated with the methods and curriculum course which accompanies the academic major. If a student wishes to pursue the area of instruction, a second course called Library Instruction can be elected later. In this class courses of study are developed along with the preparation of materials needed to carry out the units of work set up. Development of testing devices is also included here.

The Selection of Special Materials course is a counterpart to the book selection course for children and young adults. All types of curriculum materials are previewed and evaluated. Criteria standards are formulated and correlations developed between the book and nonbook materials. In this course and in several others in the program the team-teaching approach is used. Specialists in the various types of material take over the class when appropriate.

The Seminar in Curriculum Materials deals with the results of research studies in the techniques of selecting, using, and evaluating curriculum materials. In this course time is given to the development of professional librarians for teachers. The setting up and maintaining of teachers' professional libraries is another one of the responsibilities delegated to the librarian who heads up a county superintendent of schools instructional materials center under the provisions of the County Service Fund Act and is also a part of most district operations.

The 5 years of preparation are culminated with four units of practice teaching and four units of supervised library field work. This four-unit requirement is again stipulated by the State credential law. During this field work assignment each candicate does 180 clock hours of library practice under the supervision of experienced, credentialed librarians. This assignment is divided to enable such candidate to have experience at two different grade levels.

Next fall some separate courses in programing for self-instruction will be offered for the first time. Again we are able to utilize the services of specialists in this area including David Cram, who has just published *Explaining Teaching Machines and Programing*, and Dr. Robert Mager, from nearby Lockheed, who has written one of the source books in programing techniques entitled *Preparing Objectives for Programed Instruction.*

I have only touched on a few of the courses in our program. Again let me emphasize that we are now in the middle of a redevelopment of our program for materials specialists, and undoubtedly we have problems that must be solved before this revised program goes into effect in the fall of 1963.

The Western Michigan University Program for the Instructional Materials Center Specialist

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THE DEVELOPMENT OF A NEW CURRICULUM in a library school inevitably brings forth many concomitant problems for study: (1) An examination of the current offerings, (2) justification for new courses, (3) evaluation to determine the need for diversification, and (4) the avoidance of a proliferation of courses. The influences and the thinking which has motivated expansion of the library education program includes the instructional materials concept, as well as the outline of the newly established curriculum for the "Instructional Materials Center Specialist" at Western Michigan University.

Evidence of Need for Instructional Materials Center Specialists

There were many significant evidences which pointed to the need within Michigan to develop a program which would be geared to the work of the instructional materials center specialist as it relates to the elementary and secondary school.

Requests from superintendents and other school administrators implied that a combination of library and audiovisual services was being developed in their systems. These letters came from rural consolidated districts, from systems with one high school library and several elementary buildings (sans libraries or librarians), from large city systems that were moving toward a centralization not only of all technical processes but also of all services concerned with materials.

A strong motivating force came from our own graduates in both the fourth- and fifth-year programs. Conversations with them indicated desire and need for further training in the instructional materials center. Could we develop workshop programs or perhaps special classes for them?

Furthermore, there is in Michigan a curriculum planning committee under the auspices of the department of public instruction. This committee coordinates a vast network of State committees, among them an instructional materials committee. The membership of this latter group includes school librarians, audiovisual coordinators, curriculum supervisors, and administrators from both small and large communities and on elementary, secondary and university levels. (It has been my privilege to be a member for several years—first as a practicing school librarian and now as a professor of librarianship with the particular responsibility of training school librarians.) This committee has been most concerned with emphasizing the need for cooperation of library, audiovisual and curriculum personnel. They have recognized that all too often the library and audiovisual people have gone their own ways and, indeed, have often paid little attention to the curriculum experts—all three groups being overly absorbed in their respective aspects of service and material. As publications, talks at county institutes, and demonstrations were promoted by the instructional materials committee, cooperative materials services increased in schools. Indeed, many of the above-mentioned administrators' requests were the direct result of the influence of the work of the instructional materials committee.

Simultaneously the Michigan Association of Supervision and Curriculum Development, the Michigan Association of School Librarians, and the Michigan Audiovisual Association began work toward coordinated State conferences. Two of these have been held and were evaluated as "highly successful" by all participants, and a third is being planned.

A parallel development in the general program of teacher training in Michigan has also stimulated the plea for help from school administrators for personnel and guidance in the development of the materials center. The new teachers as they move into their professional experiences are expecting to find library and audiovisual services available for them and for their students. (Today's emphasis on the need to stimulate intellectual curiosity has started a slow-burning fire. An awareness of the absolute necessity for a large collection of teaching materials, easily accessible, on many levels of interest and understanding has permeated into many of the educational courses.) Exposure of student teachers to these teaching aids in the directed teaching experience gives added impetus to the demand for trained specialists and enlarged centers in more schools.

Time does not permit a discussion of curriculum trends per se. It should be kept in mind, however, that the vast new areas of knowledge, the emphasis on individual study, the inclusion in elementary and secondary schools of courses or subjects previously relegated to special or higher education programs has also added weight to this burgeoning problem in the provision of materials. No teacher can be a competent specialist in all areas or even in a small segment. He must be able to turn to many sources for assistance and background. The student also must have access to a broad collection of materials.

All of these forces, pointing a combined finger at our department, necessitated serious consideration of ways in which we might be of assistance in training librarians of materials centers.

Evaluation of Western Michigan's Program for School Librarians

The department of librarianship's total curriculum is based on a 5-year program of study. It is possible to make a break at the end of the undergraduate minor with the acquisition of the B.A. degree and a teaching certificate in the program training school librarians. It is also possible to matriculate for the entire program (34 hours) on the master's level. Those who pursue a 5-year program have an option in the master's program for 10 hours of electives. The general philosophy of library education requires history, philosophy and background of libraries in society, technical processes, library resources, library clientele, library organization and administration as the core curriculum.

To develop this new curriculum it was first necessary to evaluate the courses which were being taught in this core group and those specifically relating to the school librarian. Were these courses actually introducing to the prospective librarian all phases of school library service now demanded in this expanded program of the instructional materials center? For example, did the school librarian have an opportunity to examine audiovisual equipment, learn how to use machines, produce instructional materials? Could librarians organize a collection which contained many teaching aids beyond the usual continuum of books and other printed materials, in such a fashion, that the uninitiated could easily locate a specific title and type? Were they developing standards for the selection of all these aids? Did they recognize the importance of selection policy in any area of materials? And, most important, were they aware of the danger inherent in this many-sided service which was developing almost too fast for educators to cope with it? Were they developing a philosophy which would put service to all first with technical processes in proper perspective?

A digression to emphasize the importance of this idea of service to all is perhaps pertinent here. In far too many schools these centers are vast collections of many "things" dispensed by the director and his clerical staff on a packet or prescription basis. The real value of the instructional materials center lies in its availability for use by teachers and pupils. Even as through the years the library has encouraged students to come in, to explore, to handle books periodicals, and vertical file materials, so must this same spirit be a part of the new broader center. This philosophy is important and basic.

Our analysis indicated that the department of librarianship was including the following special courses which might be construed as possible aspects of a future instructional materials center specialist curriculum: storytelling, reading guidance for children, elementary school library materials, reading interests of young adults, curriculum enrichment material, school library service, and introduction to cataloging and classification.

As these course titles indicate, a curriculum was being offered which emphasized (1) the general literature available to elementary and secondary age groups, (2) materials both printed and audiovisual as used in various subject areas in a curriculum, (3) general school library administration and organization, and (4) techniques in reading guidance. A basic plan to be sure, but not sufficient. Two points needed to be checked. What courses were available in other departments which might become a part of this program? What changes or additions must be made within the department's offerings?

Consultation with the audiovisual director of the university and dean of the school of education revealed pertinent facts. Students in the undergraduate program in teacher education were receiving an introduction in the use of audiovisual aids. Some of them were selecting the audiovisual course as an elective. (Librarianship students were also encouraged to choose this basic course as an elective.) A course on Production of Instructional Materials was also available as an elective in the audiovisual department. Graduate courses in curriculum, supervision, and administration in the school of education could be selected. These choices would be dependent upon the area weaknesses apparent in an evaluation of the individual student's previous training.

What should be offered in librarianship? Two new courses appeared necessary. One was in the area of administration, the other in technical processes. It was decided that a special course, Administration of the Instructional Materials Center, should be developed. This was to be built upon the prerequisite course on School Library Administration. The new course assumed that the basic areas of administration and organization which all school librarians need, whatever their situations, were imperative as a framework for expansion and as a basis for the specific problems of the specialized center. The description of the new course follows:

> Presentation of the single agency concept of multimedia instructional materials (school library plus audiovisual center) and the educational role of mass communications (language laboratory, educational television, etc.). Techniques for organization and administration, distribution and accessibility within the individual school or within a school system. Use and care of printed materials, nonbook materials and equipment. Laboratory work and field trips.

It was also evident that the course, Introduction to Cataloging and Classification, was not sufficiently varied to cover all the problems of a multimedia collection. Nor could we expect the students to take that course plus Advanced Cataloging because of the other requirements which seemed important. Furthermore, specific problems develop in an instructional materials center which would not be of interest to other cataloging students or which might not be included in either of these two established courses. A new course Technical Processes—Instructional Materials Center was developed, which placed emphasis on processing materials for the instructional materials center, includes processing of books and other printed matter and audiovisual materials both for individual schools and centralized systems, and provides for laboratory experiences.

A correlative question to be decided concerned the core courses in librarianship considered necessary in the general background of any librarian. Basic reference and selection courses were obvious choices. Study in the foundations of librarianship and introduction to at least one advanced reference or subject bibliography course were also deemed important. The course Introduction to Research is a university requirement for a master's degree. These courses plus the technical processes one became the core courses, totalling 17 hours. The special courses, also a total of 17 hours, were to include: elementary school library materials, curriculum enrichment materials, reading interests of young adults, reading guidance for children, storytelling, school library administration, administration of the instructional materials center, and production of instructional materials.

Curriculum as Currently Designed for the Instructional Materials Specialist

The foregoing group of courses is the nucleus of the program now in existence. It assumes a teaching certificate and at least 1-year of experience as a classroom teacher or a school librarian with some audiovisual knowledge. It is predicated upon the assumptions that an instructional materials center specialist must have professional training in the field of library science and audiovisual materials as well as a teaching certificate; that an instructional materials center is a planned center within an individual school or school system designed to furnish materials and equipment and to give guidance in the use of books and nonbook materials to all members of a school community; that such a center must be administered by a trained staff or specialists (including clerical and technical assistants).

This curriculum is purposely intended to cover both elementary and secondary education. The evidence is strong that many high school librarians are called upon to administer at least some service on an elementary level. Sooner or later this develops into a formal program for the entire system. This includes complete responsibility for all materials on the part of the librarian, or a very closely coordinated program with the audiovisual specialist, usually resulting in an organized system with the instructional materials specialist assuming the responsibilities of administrative detail.

The premise that knowledge of both elementary and secondary materials services is imperative for these instructional materials specialists is one characteristic which I believe gives stature to this curriculum. Many candidates for the new program are qualified librarians who wish to acquire the rank of specialist. This may be achieved (perhaps in another master's degree program or at least work beyond the fifth year) by taking the courses listed which were not in the candidate's previous program. This plan stimulates the secondary school librarian to acquire knowledge of children's books, to brush up on technical processes relating to new media, and to examine new audiovisual equipment. This advantage applies equally to the elementary school librarian. Both can take additional courses in curriculum, psychology, or general education subjects to strengthen their specific educational backgrounds. Classroom teachers who wish to move into the materials area of the educational program can capitalize on their advanced studies in education and supplement with the instructional materials center specialist courses. Laboratory experiences and field trips should be mentioned here as an important aspect of the program. Each year the field trips become more exciting as new buildings and programs are being developed around the State.

Needs of Students and Their Effect on New Curriculum

Any experiment in curriculum development inevitably changes as the needs of the students become apparent in class discussions. So far there are four large areas which loom as important needs of students in developing these centers: (1) How to plan and implement inservice training programs, (2) how to make surveys, evaluations, and projections for future implementation of standards, (3) how to organize a complete system of cataloging and classification unified for all materials, and (4) how to program efficiently for an expanded staff. These problems have been treated empirically in the two courses offered for the first time this year. Further amplification and procedural change in courses will come as the group needs develop.

Prognostications for the Instructional Materials Specialist Program

It is still too soon for us to make any specific predictions of future developments. We need to plan for evaluations of the program by the students who have matriculated in this curriculum after they have had some experience in their own materials centers. We need to have better demonstration centers available. Various aspects of materials center development are to be seen in several school systems, but we need full grown programs in schools close at hand for richer field trips and laboratory experiences. There is a distinct possibility for the development of a sixth-year program or at least special graduate investigation and research courses following the master's degree in basic library science.

Needs for additional staff have been partially met through generous faculty sharing by the audiovisual and education departments. However, further time should be made available to the faculty for study, field investigation, etc. Other faculty members will undoubtedly be brought into this program.

It is evident that the instructional materials center or resource area, as it has also been labeled, is a permanent part of today's educational scene. Stress on the use of multimedia necessitates increased training for librarians and renewed emphasis on larger professional staffs in school libraries. The need for qualified staff for administering such centers makes inevitable the continuing growth of the instructional materials specialist program at Western Michigan University. At present, it is the only graduate center in the State with this curriculum. The need for additional staff to provide for new courses requires a forward march—at double quick time. The public schools are asking; the librarianship department must supply.

Implications for Library Education in Broadened Programs for School Librarians

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AS I HAVE TRIED in the past few weeks to organize my thinking on this subject, I have found that I could not confine myself to the implications of programs broadened only in their relationship to instructional materials. I am sure I do not really need to point out that, in addition to the rapidly proliferating types of materials now being produced, other forces have been at work to broaden the demands made upon school librarians. Not only must school librarians be able to cope with a much greater diversity of forms of materials, but the new curriculums and courses being used, especially in secondary schools, require a much greater competence on the part of school librarians in the more academic areas of librarianship, such as use of specialized reference materials and bibliography. Furthermore, specialist positions are being established in school libraries, including not only the more traditional types of specialists but also many new kinds. Therefore, you will note that most of the points I make about broadened programs of education for school librarians apply not just to the narrow field of instructional materials but to the whole area of education for school librarianship, and indeed to library education in general, for all types of libraries.

Status of Training for the Materials Center in Library Education

The first implication of our discussion appears to me to be that we must greatly speed up our production of school librarians—at both the graduate and undergraduate levels—and along with this accelerated curriculum revision to keep our programs of education in line with the new needs of our schools. To date' we have had very slow action in the introduction of courses or curriculums adapted to the instructional materials concept. For example, Dr. Lieberman's study reported in 1952 that only 7 of the 61 schools offered separate audiovisual courses.[1] Five years later, Dr. Schofield, in a study carried out at Rutgers, found that only 11 of the 23 accredited library schools which answered his inquiry offered such separate courses.[2] However, he also found at that time that all of the 23 respondents provided some level of integration of audiovisual topics in their courses. This month, I checked the catalogs of all accredited library schools and found that 11 still list no special course, although 3 of these list and recommend courses offered in education departments. The new school at the University of Pittsburgh has announced a course in instructional materials centers as its basic school library course, and Dr. Henne has already mentioned their sixth-year certificate program.

Not only have the accredited library schools moved very slowly in this direction but, during the past 5 years, it seems safe to say that there has been enormous acceleration in development of school libraries operated on the materials center concept. If we take the New Jersey area, excluding the city of Newark, as typical of a region moving slowly and conservatively toward full realization of the materials concept in its school libraries, I can report, from an inquiry I sent out last month to our 141 graduates known to be working in school libraries, that 60 percent of the total group and 70 percent of those working in elementary school libraries say that they are either totally or partially responsible for operation of a materials center.[3] A slightly higher proportion of those graduating in the past 3 years fall in this category than do the older graduates. There is every reason to assume that the new school library standards, the 1960 edition of the *Evaluative Criteria*, and the continuing production of new forms of material will force greater attention to newer educational media in the very near future. The needs on a national basis and in more progressive States must be at least as great as the picture for New Jersey suggests.

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[1] Irving Lieberman, *Audio-Visual Instruction in Library Education*. New York: School of Library Service, Columbia University, 1955.

[2] Edward T. Schofield, *Memorandum on Audio-Visual Education in Library Service*, New Brunswick, N. J.: Graduate School of Library Service, Rutgers State Univ., 1957, 15 p. (Mimeo.)

Torkelson in a recent article has cited a number of implications for teacher education which appear to me to be just as applicable to library education as to the preparation of teachers. He points out that "integration (of instruction) to date presents problems in developing completeness of audiovisual training," that "the separate course offers the most systematic and comprehensive way to present audiovisual content," and "that the equipment operation part of the course can be learned successfully in a self-study context."[4] He then recommends "integration of instruction at all points in addition to specialized courses . . . adequate facilities and opportunities to learn about the latest instructional media . . . instructional materials centers in appropriate teacher training institutions . . . and cooperative research activities."[5] The slow provision of courses in this area is cited as only one evidence of slow curricular change in the library schools. Alice Lohrer's study will undoubtedly provide sounder evidence as to the degree of change in the past and the kinds still needed.

Both of these factors—slow progress in education about newer media in our library schools and great acceleration of the use of newer media—have built up a tremendous need for better qualified school librarians. It must be pointed out that while some accredited library schools are very effective in providing special programs for school librarians—Florida State, Indiana, and Columbia, for example—there are still areas of the country where little or nothing is being done by the accredited school serving the State or the region in recognition of its obligation to school librarianship. Mrs. Morton in her keynote address at the Southeastern conference last fall noted that "the graduate schools . . . have also aggravated the situation by failing to provide sufficiently for specialization in school librarianship at the graduate level."[6] This failure is evidenced by failure to employ full-time specialists on the faculty qualified and active in school library professional activities, lack of specialized courses offered on a regular continuing basis, and lack of special workshops to serve as refresher courses and recruitment mediums. It has seemed to some of us working in the School Library Development Project that we could see a correlation between the level of school library development in a region or State and the strength of the programs in professional education for school librarianship.

Need for Library School Curriculums To Accommodate Modern School Library Programs

To those who have been working so closely with these problems, it must certainly seem like belaboring the obvious to say that it is absolutely essential to find ways of recruiting and preparing more school librarians and of accelerating curricular adaptation to fit the new needs. As we listened to the preceding speakers, you must have been struck as I was by the reiteration of the expression of need for knowledge of curriculum, integrated use of varieties of materials—including the printed book—and the development of skill in evaluation of these materials. We need not only longer programs of professional education but also larger enrollments, specialized courses, and more effective production of well-qualified school librarians by both graduate and undergraduate library schools. Dr. Jerome S. Bruner, speaking at a recent conference of the American Textbook Publishers Institute, stated—in another context—that: "What is so shockingly clear is that the distance that stretches between what it is that we presently *do* and what pilot projects have shown we *could* do is vast."[7] This applies equally to the need for accelerated provision of specialized programs in all graduate accredited library schools and to the provision of well-constructed and articulated programs of undergraduate education.

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[3] Mary V. Gaver, *Inquiry on Adequacy of Preparation of School Librarians for Work in School Libraries Administered as Instructional Materials Centers.* New Brunswick, N. J.: Graduate School of Library Service, Rutgers State Univ., May, 1962. 4 p. (Dittoed.)

[4] G. M. Torkelson, "Implications of Research in Newer Educational Media for the Role of the Teacher and Teacher Education." *Newer Educational Media,* Papers of the Regional Research Conference in cooperation with the U.S. Office of Education. University Park, Pa.: Pennsylvania State University, 1961. p. 79–80, passim.

[5] Ibid.

[6] Florinell F. Morton, "From Where We Stand," *The Southeastern Librarian* 12: 17, spring, 1962.

Need for Coordination of Teacher and Library Education

Broadened programs of service in school libraries call for a much closer relationship to be established between the professional background of the school librarian as *teacher* and the school librarian as *librarian* and between the faculties in both fields in our institutions of higher education. Margaret Rufsvold in a recent statement in the *ALA Bulletin* quoted both Lucille Fargo and Mary Helen Mahar on this point. In the past, and still in the present, library school deans look aghast at the thought that it may be part of their responsibility to assure that a student preparing for school librarianship has an adequate background in education. However, this is no one-way street. In single-purpose schools it is just as important to assure that the student is prepared for an understanding and knowledge of the field of librarianship as a whole, as it is in the multipurpose school to assure that the student librarian has a sound background in education. One of the most effective means by which this close relationship can be realized is through the application of the practice teaching principle to programs of library education, and, of course, trainee or work-study programs offer a tremendous opportunity to carry out this objective. Rufsvold recently wrote that "the teaching role of the school librarian will be so important as to merit supervised field experience or 'cadet teaching' in his own specialization of school librarianship."[8] Although many graduate library schools already provide such programs and, in addition, provide opportunities for securing limited certification on a nonmatriculated basis—as does Rutgers—none of the accredited library schools, to my knowledge, have adequately provided for supervision *in the field* of such cadet training, to the same level of quality as that normally provided by undergraduate teacher education institutions.

Need for Changes in Attitude Toward the Modern School Library

We must find ways to increase the knowledge and understanding of all our library school faculty about school libraries and materials centers. One of my colleagues has just written of the need for "revolutionary faculty." He says library school "teachers do need practical experience, a lot of it. But this experience is wasted if it leads them merely to turn out carbon copies of librarians already in . . . service. The teacher must be revolutionary, not a preacher that 'whatever is, is right.' . . . When the teacher gets his experience, he spies out the land. Then he goes to his school and trains his band of rebels."[9] We have too few yeasty innovators among our library school faculties and, in relation to school libraries as materials centers, it seems safe to assume that we have far too many of what Charles Hoban has referred to as "public spokesman for the house of intellect who view any information that is not printed and bound between hard covers as intellectually debasing and degrading."[10] Abram Van Der Meer has also spoken of the climate of antagonism, largely unjustified, in which the newer media exist.[11] What we need in our library school faculty is rather a balanced appreciation of the integrity of all media of communication, regardless of form.

An experienced librarian in the administration of school libraries as materials centers stated to me recently that in her district the greatest hindrance to the development of a truly effective program arose from the attitude of school librarians who put technical processes first and ignored services and program. Continuing, she stated that nine-tenths of the school librarians in materials centers lack respect for the nonbook materials in their collections. While library school faculty can certainly not be assigned the whole blame, their example in teaching is, with equal certainty, very powerful. Like the old school axiom, "What you do speaks so loud that I can't hear a word you say." In library school teaching about instructional materials, as about various types of libraries, faculty members have competence to provide illustrations fitting a variety of situations and show respect for the integrity of all types of materials, as for all types of libraries.

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[7] Jerome S. Bruner, as reported in *Publisher's Weekly* 181: 13, April 30, 1962.

[8] Margaret I. Rufsvold, "Library Education and the Newer Media," *ALA Bulletin* 55: 141, February 1961.

[9] Paul S. Dunkin, "The Development of Technical Services Training," *Journal of Library Education* 2: 131, Winter, 1962.

[10] Charles Hoban, *Newer Educational Media*. University Park, Pa.: Pennsylvania State University, 1961. p. 5.

[11] Abram W. Van Der Meer, "Fear of the Newer Media," *ALA Bulletin* 55: 799, October 1961.

Need for Library Schools for Adequate Facilities for Instruction in Materials

Library schools and departments must have truly adequate facilities for projection and use of newer education media and more than adequate collections of instructional materials of all kinds for use in library school instruction. Those schools or departments in institutions which have made adequate provision for such facilities and resources on a university or collegewide basis are in a fortunate position. Where this is not the case, it will be more difficult but no less necessary. Materials courses of any kind cannot be taught without adequate collections for use as examples. Demonstration of teaching which makes use of newer educational media is, of course, the most effective way to illustrate the attitude of respect toward these newer media which I mentioned earlier. While a few library schools such as Southern Illinois at Carbondale, University of Illinois, Western Michigan University, and others have begun to experiment in library teaching through newer media, a great deal more experimentation and production of materials for the teaching of library courses will be needed to provide effective demonstrations and teaching.

Broadened programs for school librarians certainly mean that we need (a) undergraduate programs meeting the *NCATE Guide*[12] and ALA standards, (b) programs of professional education for school librarians not only at the fifth-year but also at the sixth-year level, and (c) greatly expanded programs of experimentation and research in school librarianship. Let me expand each of these areas briefly.

Undergraduate Programs Meeting the *NCATE Guide* and ALA Standards

It seems clear to me that only by this means, with undergraduate curriculums providing a *basic* core, will we come anywhere near to providing the quantity of school librarians demanded by the expansion in school library development. I am also convinced that this is one of our major means of recruitment to this special type of work—and perhaps to other types of library specialization. Mrs. Morton speaks of the divided opinion as to the desirability of undergraduate programs[13] and I am only too aware of this division of opinion in our own faculty. These programs already exist, however, and the major problem is to assist them to develop a core program which can form a sound basis for graduate study—which the ALA standards provide. Regional councils on library education, such as those in the Southeast and the Southwest, and State councils, such as those in Illinois and Texas, provide an opportunity for the graduate schools, along with State departments of education, to exercise leadership—if they will. If they refuse to do so, in my opinion, they have only themselves to blame if a chaotic mess persists.

Programs of Professional Education at the Sixth-Year Level

Dr. Lancour has spoken of this when he says, "The signs are pretty clear that more and more librarians will need to go beyond the minimum preparation . . . in performance of professional duties . . . and for refreshment and reorientation. Library school curricula therefore must include advanced and specialized subject matter in librarianship. . . . There is a very special need for developing a program at the second year of graduate training in the intermediate stage between the master's degree and the doctorate."[14] Teachers' salary schedules which increasingly provide credit for a sixth year of study, growing demands for library school instructors, growing provision of middle-management positions at the city, county, and State levels, increasing provision of specialist positions and of materials centers at the district and intermediate unit levels—all combine to emphasize the importance of the sixth year, post master of library science, level of course work for school librarians. In fact, the recent National Commission on Teacher Education and Professional Standards report, *New Horizons for the Teaching Profession*, goes beyond this when it states that "For most college teachers and those preparing for work in administration or supervision, or special assignments such as materials specialists or curriculum coordinators the preservice program would be three years beyond the baccalaureate degree."[15] Along with such a program, I would place equal importance on the need for short-term workshops and institutes by which library schools can assist in the updating of school library practice. Rufsvold speaks of this as an essential and legitimate demand and notes that it will mean addition to both teaching and nonteaching staffs so that the basic teaching function will not be neglected.[16] The work that many in this audience have been carrying out in connection with the School Library Development Project has been but one evidence of the results in improved facilities and better practices which can be secured by such workshops, and the report by Virginia McJenkin yesterday underscored this point.

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[12] Committee on Accreditation. *Standards and Guide for Undergraduate Programs in Librarianship.* Chicago: American Library Association, 1961. 8 p.

[13] Morton, op. cit., p. 16.

[14] Harold Lancour, "What Next in the Curriculum?" *ALA Bulletin* 56: 327, April 1962.

Greatly Expanded Programs of Experimentation and Research

While there have been a number of noteworthy research studies carried out in school library subjects, the fact unearthed by Dr. Danton's study, that there has been only one person with a doctor's degree in librarianship who is working as a practicing school librarian, bears witness to our continuing need.[17] Several areas of particular importance include research in elementary school libraries, research on school libraries as materials centers, experimentation with new kinds of curriculums for library education and with the production of new teaching materials for library instruction. These are only a few that need investigation. We need not only the findings of the research, but also the production of research-trained graduates to work in the school library field.

I have said nothing of the implications for library education of the need for programs of preservice and inservice education for teachers. I recognize the extreme importance of such programs as a responsibility shared by library school faculty at both the graduate and undergraduate levels, but I chose to limit my discussion to its assigned focus on school librarians. In addition to the role of the library school faculty in this area of library education, however, I would like to point out the potential contribution which can be made by school library associations. This was effectively demonstrated this spring at Hanover Park Regional High School, Hanover, N.J., when an economics teacher and a school librarian from the Mahwah, N.J., High School gave a demonstration of team teaching for a group of student teachers and faculty from Montclair State College. Planned and carried out under the direction of a committee of the New Jersey School Library Association and supported by a grant from the School Library Development Project, this was evaluated by many observers as one of the most effective demonstrations they had ever observed in interpreting the role of the school library. It will be described in the forthcoming report of the School Library Development Project.

Standards for Library Education for School Librarians

Finally, I come to a major issue facing the profession as its members seek to plan for development in the future—How can we develop standards which will promote continuing improvement of both the quantity and quality of our product? In other words, what kinds of standards for library education for school librarians? This is more than a question; it is a real issue.

On the one hand, we have the graduate accredited library schools, operating under standards approved by the profession in 1951 which commit us to a fifth-year program of professional study based on a core of basic content, capped by some attention to a specialized area. The number of school librarians produced each year by the 35 schools so accredited is a mere drop in the bucket to the number needed to fill vacancies and newly established positions. Once accredited, schools can and do experiment and a number of these schools offer special programs in the instructional materials area as well as in school librarianship. We have heard the Western Michigan program described during this conference. Columbia, the University of Indiana, Florida State University, and the University of Illinois are other examples. The philosophy on which these general programs are built might be epitomized by the following credo:

> There is a core of knowledge underlying all librarianship which provides an integrated approach to the utilization of knowledge. It is both scientific and humanistic in nature, is academic rather than vocational in approach, and it can be systematically extended through experimentation and research. Upon this rock specializations of many kinds can stand. Librarianship is inter-

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[15] National Commission on Teacher Education and Professional Standards. *New Horizons for the Teaching Profession*, Margaret Lindsay, ed. Washington, D. C.: National Education Association, 1961, p. 75.

[16] Rufsvold, op. cit., p. 141.

[17] J. Periam Danton, "Doctoral Study in Librarianship in the United States." *College and Research Libraries* 20: 435–53, November 1959.

> pretive in function, and is oriented to "consumer" use; its organization and technique are subject to the principles of administration and management, and its complete circle embraces "documentation" and the "information sciences"[18] and, I might add, "instructional materials specialists."

Uncertainly related to these privileged institutions are the more than 200 institutions which offer anywhere from 6 to 60 hours of library science at the undergraduate level. The *NCATE Guide* and the related standards statement developed under the auspices of the ALA Committee on Accreditation and approved by the ALA Council in 1958 seek to impose on these programs the following criteria: a general program comprising the core or foundation of library studies, in no fewer than 12 nor more than 18 semester hours, taught by one or more full-time faculty members. This represents a considerable simplification of the ALA statement, but the crux of the problem here lies in two facts: (1) That neither the graduate nor undergraduate schools have agreed to any appreciable extent on what constitutes the basic core of library studies, although the Southeastern Association has made considerable progress in this direction[19] and (2) that a mere handful of colleges have asked for these standards, or rather the *Guide*, to be applied in their institutional evaluations. In fact, the whole atmosphere of an NCATE evaluation, so far as the evaluation of special programs is concerned, has seemed to me to be so highly permissive and lacking in strong direction by the NCATE that I have wondered if the exercise in evaluation were worth the time required or if any real institutional improvement would take place.

On the third side of this triangle—outside the pale of both groups of institutions—stand the graduate, unaccredited library schools. Mary Helen Mahar has characterized these as single-purpose schools and spoke for them effectively in her commentary on "The Accommodation of Specialization" at the 1961 University of Chicago conference. She refers to the fact that 29 States lack a graduate accredited library school within their borders, that most prospective school librarians in these States have not been able or willing to attend library school outside their own States, and recommends that "if national standards for the education of school librarians were available for the use of State departments of education and State institutions of higher education . . . the States would move forward very quickly in the development of strong programs of education for school librarianship"; and she concludes that "the accommodation of specialization for school librarianship requires specific standards."[20]

Three years ago at the Washington conference of the American Library Association, this question was brought up and a committee established by the Library Education Division to consider the problem. The intent of the motion (which I made) was to initiate a study of the curriculums of typical examples of both accredited and unaccredited graduate library schools, with the objective of determining what the nature of the differences might be between the two kinds of programs, that is, the school library speciality in a single-purpose unaccredited library school and the school library speciality in a multipurpose, general, accredited library school.

With an advance copy of Leslie Janke's most interesting paper, I have made a beginning of such an analysis and can report my findings of a comparison of the program at San Jose with the programs at Columbia and Rutgers. The comparison is only tentative, since an examination of course outlines or interviews with faculty members might change some or all of my conclusions, and a full study needs to be made. Assuming that strength in a curriculum can be roughly equated with number of course or unit hours devoted to study of a subject, I find that (1) in comparison to both the Rutgers and the Columbia programs, the San Jose program is weak in two basic areas—reference and bibliography as a related continuum and the role of the library in society. These are, incidentally, two areas in which I have observed school librarians as a group to be most deficient, and both are directly related to two basic problems in school librarianship today—the need for real bibliographic skill and knowledge and the need for a sound understanding of the relationship of the school library to other types of libraries. Second, the San Jose program provides for far greater strength in the special field of materials-centered school libraries than does the Rutgers program, but, third, the San Jose program appears to be no stronger than the Columbia program in this area and, in fact, I find myself favoring the distribution of course work at Columbia over San Jose. This finding about our own program at Rutgers was verified by the survey of our graduates, only 40 percent of whom reported the belief that their total professional preparation for work in a materials center had been adequate.[21] An extension of this kind of analysis to a greater sample of schools would be fruitful, but I have lacked the time to carry it out. It should indicate the kinds of differences which might be identified, along with directions for strengthening both kinds of programs.

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[18] Neal A. Harlow, "The Uncertain Librarian," Speech at the New Jersey Library Association, May 3, 1962, p. 8–9.

[19] *The Southeastern Librarian* 12: 36–36, spring 1962.

[20] Mary Helen Mahar, "The Accommodation of Specialization," *Library Quarterly* 31: 366, October 1961.

This brings us back to the original question—What kind of standards for education for school librarians? Mary Helen Mahar has proposed that additional standards—not antithetical to the present standards—be developed for graduate programs serving the single-purpose speciality, such as those at San Jose, Queens College in New York, Appalachian State in North Carolina, Southern Illinois in Carbondale, and others which would be encouraged according to Miss Mahar's proposal. Playing the devil's advocate to her proposition, I suggest that "separate but equal" standards would not be acceptable since they would inevitably suggest an inferior type of program; that a graduate program of any kind cannot be established without a considerable investment in faculty, administrative staff, and physical resources; and that the single-purpose institutions are vulnerable to the accusation that they want to eat their cake and have it too. Furthermore, I have an ingrained skepticism of any program of library education which does not provide a sound general or basic core of professional education, because of my observation of current deficiencies of many school librarians, but particularly because of the cumulative evidence as to mobility of librarians—not geographical but professional mobility. In my survey at Rutgers this spring, I found that 45 percent of the school librarians had had experience in other types of libraries, almost all of them in work with adults. There is continuing evidence in other studies of just as much, if not more, mobility *from* school librarianship *to* other types of library work.

However, in considering this dilemma in the past weeks, I have reached the following proposal as a means of initiating a compromise to resolve the present conflict: Assume that a single-purpose school has developed a curriculum which its faculty feels meets the ALA requirements of a strong basic core of general librarianship, with one specialty in school librarianship or materials center specialist which meets the faculty's standard of a strong major in this one field. It appears to me that if such a school applied for ALA accreditation and met standards in all respects except the offering of course work in other special areas, it would be worthy of accreditation. I do not find that the standards specify the number of special areas which must be offered by a school; it appears to me to be likely that such action might require a change in ALA's Committee on Accreditation policy, but not in the standards for accreditation limited to a single field. The proposal is still vulnerable to the criticism on mobility of librarians; employers would have to take greater responsibility for accessing the pertinence of the product's qualifications for their particular needs. It is also vulnerable to the criticism that it sets up a *kind* of separate but equal standard; it would in fac, constitute a return to something like the old type It II, and III schools. If Dr. Henne is proved right in her forecast of still greater specialization in our library education programs, then this proposal may be a forward, not a backward, step. It is proposed as a step toward a resolution of what is now stalemate, since schools like Queens and San Jose at present have only the State or regional accreditation for their total institution as a measure of quality.

To sum up, then, the implications for library education in broadened programs for school librarians are (1) the need for greatly accelerated production of school librarians and of curriculum revision to provide far more adequately for effective operation of personnel as true materials specialists; (2) establishment of a closer relationship between the fields of education and librarianship as a genuine two-way street in the professional preparation of the school librarian; (3) increased knowledge and understanding on the part of library school faculties, and more school specialists on faculties, in order to provide well-qualified school librarians in the future; (4) adequate facilities for use of newer educational media and collections of instructional materials of all kinds in all library education institutions; (5) undergraduate programs meeting the NCATE standards, plus sixth-year programs for advanced middle-management training, plus expanded programs of curricular experimentation and research, and (6) finally, a new approach to the problem of providing a means for national accreditation for both soundly based single-purpose and multipurpose library education programs.

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[21] Gaver, op. cit., p. 3.

Conference Summary

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THE CONFERENCE opened with a discussion of changing concepts of instruction and the effect they will have on school library programs. If school libraries are to be in the mainstream of education rather than on the fringes, school librarians, school administrators, and those engaged in the preparation of school librarians and teachers must take cognizance of current influences on education. The greatest changes in education are being brought about because of (1) greatly accelerated rate of increase of knowledge, (2) growth of interest in knowledge, and (3) dramatic developments in media of communication.

Librarians and teachers need knowledge and balanced appreciation of the integrity of all materials. New materials must be accepted at the same level as the traditional ones. Librarians will need to play key roles in helping students and teachers decide how, when, and where to use books along with a variety of technological devices. The use of a diversity of instructional materials and varied methods of instruction as well as changes in patterns of school organization and administration will create a demand for school librarians with administrative ability and experience, with knowledge of a variety of learning materials, and with subject specialization. Throughout the conference most of the speakers emphasized the importance of librarians being flexible and willing to continue to learn. They warned of the dangers in being timid, hysterical, or reactionary toward the instructional materials concept.

Competencies Needed

In order to function adequately and efficiently, school librarians need:

1. To be skilled communication leaders, able to guide without rancor, to interpret needs and programs.
2. To know and understand learning patterns and the curriculum—its structure as well as its content.
3. To know as much about other media of communication as is traditionally known about books: what each medium is, what its purpose is, what each does.
4. To have a vocabulary to express this knowledge and to know enough about the machines not to be afraid of them.
5. To know and understand the principles of organization and administration and to make intelligent application of these principles.
6. To be able to plan quarters for instructional materials centers and to plan them in relation to other facilities in the school and to the program of the school.
7. To recognize and accept the functional and harmonious relationship between departmentalization and centralization of materials.
8. To know specialists in all related fields who can be called upon for assistance and advice.

Selection and Evaluation of Materials

Selection and evaluation of materials go hand-in-hand and require continuous cooperation of school personnel. Under guidance of the librarian, teachers and other instructional personnel select, evaluate, and analyze materials in terms of system and school needs. Group evaluation of materials is likely to be sounder than that done by separate individuals. The subject approach to evaluation is sound. When the cross-media or unified approach to selection of materials is employed, there is likely to be less concern with gadgets.

Selection of nonbook material is especially difficult because of the dearth of bibliographical information. The staff of the Educational Media Branch of the Office of Education is aware of this lack and is giving leadership and direction in the preparation of bibliographic tools. The branch's activities in this area are described in detail in Dr. Stone's article. Attention was called to the fact that evaluation includes programs of communication such as radio and television and that there is little evaluation of educational television.

There can be too much emphasis on production of materials. Even special local materials, which must be produced because they cannot be obtained elsewhere, should meet high standards of quality.

Education for Administration and Use of Instructional Materials Centers

Formal and informal attempts are being made at many levels to assist teachers and librarians to become competent in the administration and use of instructional materials centers. Successful programs of either kind call for cooperation and coordination at all levels. The informal programs need the cooperation of the chief school administrator, of supervisors, principals, architects, teachers, and librarians. Close cooperation between library schools and the school library program can contribute to the development of the school library as a materials center.

Inservice Education

Responsibility for inservice education in the instructional materials concept programs rests primarily with State departments of education and local school systems. Successful inservice programs are developed to solve problems, and the people concerned must be involved in planning.

Inservice programs of State departments of education begin with chief State school officers and State boards of education. The State school library supervisors have the responsibility for initiating these programs and for interpreting the library program to members of the State department of education. National and regional standards for school libraries and responsibility statements on instructional materials are helpful for these purposes. Other members of the State department of education staff should be involved in both the formal and informal evaluation of school library programs. State bulletins, demonstrations and exhibits at State and regional meetings, and professional meetings for school administrators and librarians are effective.

In local school systems, the school library supervisor or director of instructional materials assumes the responsibility for inservice education programs. The chief purpose of these programs is to help teachers and librarians understand the value of a broad base of instructional materials, to know the materials, and to know how to use them effectively. The cross-media approach to materials and personnel has been found most useful in conducting the programs, which are many and varied. Programs described included:

1. Advisory committees of teachers in subject areas and of librarians to evaluate materials.
2. Action research programs to determine status of instructional materials programs which led to recommendations to board of education.
3. Meetings with curriculum director and librarians to discuss curriculum changes.
4. Regularly scheduled workshops for teachers and librarians on multimedia approach to instruction.
5. Demonstrations of use of equipment.
6. Workshops for librarians on short cuts in organization of materials.
7. Planned demonstrations of use of multimedia for a school faculty.
8. Workshops on materials for faculty departmental chairmen.

Formal Education

In order to implement the materials programs and provide opportunities for attaining the competencies necessary for materials centers, school library personnel need:

1. To be adequate in quantity and quality to execute services with instructional materials.
2. To have knowledge and understanding of the cross-media approach to materials and personnel.
3. To know how to plan and execute inservice education programs.
4. To know how to work with expanded school staffs.
5. To know how to organize for expanded materials systems.
6. To have a sounder, deeper knowledge of reference books and reference services.
7. To have an understanding of the role of the library in society.
8. To have an understanding of the role of research.

Personnel in colleges and universities concerned with the education of teachers and of school librarians are aware of the problems in education for the administration and use of the materials center. If the school library is to be the instructional materials center, new materials and services must be considered at the same level as traditional library materials and services. Those who teach teachers and school librarians must believe in the importance of materials, and must themselves use a variety of materials and methods with confidence and conviction. Direct instruction in selection and use of the range of materials is essential. Those concerned with education for school librarianship should study the research and experimentation on this subject of the past, as well as conduct new research. Library schools and schools of education must work closely together in programs for the preparation of school librarians and teachers are to be successful.

Library education should provide:

1. Undergraduate programs, closely articulated with sound graduate programs. Existing standards for the evaluation of such programs should be enforced.
2. Fifth-year programs, with beginning of specialization.
3. Sixth-year programs which offer specialization in subject and management areas. Since there is need for able people with doctor's degrees in the school library field, library education should also plan for the doctoral program for school librarians.
4. Institutes and workshops designed to provide continuous education and stimulation for school librarians on the job.

Serious consideration should be given to the establishment of effective fifth-year, single-purpose programs for school librarianship with strong core courses. It is possible that such programs can be evaluated and subsequently accredited within the existing framework of ALA accreditation of graduate library schools. In order to provide these programs, the library schools need:

1. Standards for library education.
2. An understanding on the part of the entire staff of the concept of the instructional materials center.
3. Increased staff.
4. Increased funds not only for staff but also for materials and equipment.
5. Additional research.

Appendix

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